
••• The AMERICAN ••• SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

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Twenty-fourth Annual Convention of the National Commercial Teachers' Federation

St. Louis, December 27-30, 1921

Report by Charles Lee Swem

OFFICERS FOR 1922

President: H. E. V. Porter, Jamestown Business College, Jamestown, New York
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Secretary: John Alfred White, 818 Monroe Street, Gary, Indiana

PLACE OF NEXT MEETING: CHICAGO, ILLINOIS

THE spirit of the convention just passed was one of reminiscence, congratulation, and progressive determination. **General Federation Meetings** Twenty years before, the Federation had met in St. Louis. There were a goodly number of those present who attended that early meeting, and who were thus able to mark the extraordinary progress that has been made since that time in the teaching of commercial subjects. There was a

great deal of congratulation on this progress, but a greater determination to carry the work on to a larger fulfillment than those early educators deemed possible in so short a time. From one teacher teaching commercial subjects in the high schools of St. Louis in the year 1901, President Grant pointed out that that number has grown to-day to nearly one hundred; also pointing to the fact that Columbia University, the University of Chicago, and others, are now

training teachers in this more recently recognized branch of vocational education. The story of advancement, as outlined by President Grant, was echoed by most of the speakers of the convention.

The convention was opened Wednesday morning by President Grant, who introduced the Hon. Henry W. Kiel, of St. Louis. Mayor Kiel's address, officially welcoming the convention to the city of St. Louis, was responded to by John E. Gill, Vice-President of Rider College, Trenton, New Jersey.

President Grant, in his noteworthy address, dealt with the teaching problems of yesterday and to-day and suggested a solution for the future, also recommending the establishing of the "Commercial Students' Honorary Society" to be conducted by the Federation for the purpose of contributing to the efficiency of commercial education throughout the country.

The members of the Federation received an invitation, personally delivered by Mr. D. A. McMillin, Central High School, Newark, New Jersey, to attend the meeting at Trenton, New Jersey, in April, of the Eastern Commercial Teachers' Association, of which organization he is president.

Mr. E. W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, in his address on "The Situation of Commercial Education in the United States To-day," forcibly outlined the conditions that exist in the teaching of commercial subjects, laying great stress upon the need for Federal aid in developing commercial education. There is Federal aid, he says, for vocational agricultural education as well as for teaching "Home Making"

to girls, but no direct Federal aid for the teaching of commercial subjects.

"Some Experiences as Personal Secretary and Official Reporter to the President of the United States," by Charles L. Swem, managing editor of the *Gregg Writer*, was the subject of the first address of the second day of the Federation meeting. Mr. Swem spoke of his experiences in reporting the Peace Conference, and in handling the stenographic work of President Wilson for eight years, incidentally contrasting the efficiency of the reporters of the United States and Europe, and drawing some conclusions concerning the teaching of shorthand abroad.

In the second address of the day, the convention was treated to an eloquent and effective exposition of "Disarmament as a Business Proposition," by the Hon. Charles M. Hay, of St. Louis. Mr. Hay's advocacy of the central theme of the Versailles Treaty as well as of the Conference on the Limitation of Armaments now being held in Washington, met with an enthusiastic response.

The Federation Banquet was presided over by Mr. Gregg, acting as toastmaster, whose reminiscences of the meeting at St. Louis of twenty years before, from which has grown the present organization for good in the commercial teaching world, struck a popular chord. Mr. Gregg called upon each of the past presidents of the Federation for a short speech, those present being E. N. Miner, Kansas City, Kansas; M. H. Lockyear, Evansville, Indiana; R. H. Peck, Chicago, Illinois; H. M. Owen, Decatur, Illinois; J. F. Fish, Chicago, Illinois.

The Hon. Woodbridge N. Ferris, president of Ferris Institute, Big Rap-

ids, Michigan, also one-time president of the Federation but more recently Governor of Michigan, delivered the chief address of the evening. Governor Ferris speaks with authority on educational matters. He believes in the fundamentals, thoroughly grounded, as opposed to the tendency to specialize on incidentals, and he said so—emphatically.

Mr. Harry C. Spillman, of the Remington Typewriter Company, ably did the honors of the luncheon board on the last day of the meeting. Mr. Spillman, as toastmaster, called upon various luminaries of the Federation, who spoke briefly.

Following the luncheon the meeting was addressed by Mr. Ralph E. Wilson, Director of Service, Babson's Statistical Organization, Wellesley Hills, Massachusetts, who expounded the Babson theory of business cycles

and coördinated it with the needs of commercial education.

Mr. E. W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C., in a short address appealed to the members of the organization to aid the Federal Government in making a survey and gathering statistics for the setting up of some definite and desirable standard of commercial courses to be offered in the schools of the country.

"Accountancy as a Profession, and its Scope in Secondary Schools," by Mr. H. T. Scovill, Professor of Accountancy, University of Illinois, concluded the

Federation program. The discussion of Mr. Scovill's paper was led by Mr. W. S. Krebs, Professor of Accounting, Washington University, St. Louis.



H. E. V. PORTER
President, N. C. T. F., 1922

Gregg Shorthand Federation

OFFICERS FOR 1922

President: C. M. Yoder, State Normal School, Whitewater, Wisconsin
Vice-President: Mrs. Pearl Kiddoo-Crouch, Waller High School, Chicago, Illinois
Secretary: Miss Adelaide B. Hakes, Gregg School, Chicago, Illinois

IN THE absence of President Yoder, the first meeting of the Gregg Federation was called to order by Mr. H. A. Hagar. He introduced Mr. J. L. Harman, President of Bowling

Green Business University, Bowling Green, Kentucky, who presided.

Miss Helen W. Evans, of Gregg School, Chicago, spoke on "Training the Student for High Speed Work."

Miss Evans emphasized the importance of inculcating correct habits, so vital to speed, in the beginning of the student's shorthand career, such as position of pen, hand, and notebook. Instead of copying shorthand forms, she believes at the very beginning in having the student memorize short elementary sentences and write them at a fair speed. This practice eliminates the hesitation between outlines so frequent among shorthand writers, and builds up with them the word-carrying faculty.

"The History of Shorthand Speed Contests" was an interesting topic handled by E. N. Miner, a former president of the N. C. T. F., and donor of the famous Miner Medal.

The second meeting of the Federation was opened by Mr. John E. Gill, of Rider College, Trenton, who presided. Mr. Gill's ease and ability as chairman needs no comment. He is a past master as a presiding officer or speaker.

"Echoes from the Hoke Test Experiment," by Miss Ann Brewington, University of Chicago, was an analysis and constructive criticism of the shorthand tests devised by Mr. Elmer Hoke, of Hood College, Frederick, Maryland, used by Miss Brewington in her classes in the university. Miss Brewington has proved the worth of the experiment and impressed upon the convention the need of some such

tests to be generally adopted in the teaching of shorthand.

"The Teaching Lessons to be Drawn from the Shorthand Speed Contests," by Mr. Gregg, emphasized the revolution in methods of shorthand teaching ushered in by the remarkable records made in the contests. He told an

interesting story of the mental and manual development of high speed writers, and drew an analogy between typewriting instruction (as it was when the convention last met in St. Louis) and shorthand instruction as it is to-day and what he believes it will be in the near future. He believes that standards of instruction in shorthand will soon be advanced fifty per cent.

"What the Local and State Speed Contests Have

Done to Increase Standards," was to have been the subject of a paper by Mr. G. C. Brink, Argentine High School, Kansas City, Kansas. Mr. Brink was unable to be present, but we hope to be able to print his paper later.

Mr. Swem concluded the program with an informal talk on the essentials of shorthand speed (theory, penmanship and vocabulary, "the greatest of these being theory"), after which he gave a speed demonstration, writing 203 words a minute on solid matter, 240 on jury charge and 290 on testimony



CLAUDE M. YODER
President, Gregg Shorthand Federation

Shorthand Round Table

OFFICERS FOR 1922

Chairman: W. W. Lewis, Gregg School, Chicago, Illinois
Vice-Chairman: D. D. Lessenberry, Allegheny High School, Pittsburgh, Pennsylvania
Secretary: Mrs. May B. DeWitt, Brown's Business College, St. Louis, Missouri

THE meetings of the Shorthand Round Table were presided over by Mr. W. W. Lewis, Gregg School, Chicago.

Mr. John D. Bragg, Cleveland High School, St. Louis, Mo., provided the meeting with an exposition of "The Cleveland Plan in Typewriting," a striking method of keeping "tabs" on the work of the typewriting students worked out in the Cleveland High School. The plan, Mr. Bragg explains, has been found useful not only in the regular work of the school, but also in the night school and the summer school. The method is kept up-to-date by a committee of typewriting teachers meeting in conference yearly, and revising the sheets.

Miss Clara Sykes, associate professor of office management, School of Business, University of Minnesota, in her address, "Are the Secretarial Courses in our Universities and Colleges Sending Out Graduates Prepared to Meet Present Economic Problems?" sought authoritative information about the development of secretarial courses in universities and colleges with a view to learning what courses were considered essential in training secretaries, especially in regard to shorthand and typewriting. Miss Sykes has collected statistics which show that the Middle West is behind other sections of the country in giving shorthand and typewriting credit in their secretarial courses. She frankly asks of those more familiar with business conditions just what this condition means.

"Standard Requirements for Graduation from the Stenographic Course" was the subject of an address by Mr. J. H. Kutscher, principal of the secretarial department of Spencerian School, Cleveland, Ohio. Mr. Kutscher says a great many students now graduated are not really qualified, that the standard of graduation is rather low. He thinks more attention should be given to determining the student's transcribing ability when they are ready to leave school.

"The Psychology of Teaching Typewriting," by Mr. Barnhart, was a very thorough and interesting exposition of the mental and muscular actions involved in the building up of a perfect typewriting technique. By means of illustration, in which he was assisted by Miss Stollnitz, Mr. Oswald, and Mr. Hossfeld, Mr. Barnhart strikingly made his points, which were to the effect that the teaching of typewriting was the minute training and coordination of the muscles involved.

The second meeting of the Round Table was given "A Prognostic Test for Typewriting" by Miss Mary A. Lynch, Cleveland High School, St. Louis. Miss Lynch believes that something worth while has finally been done "in one of the most interesting and essential, though sadly neglected, subjects in the high school curriculum, that of beginning typewriting," and spoke enthusiastically of the tests as worked out. In answer to a question by Mr. Lewis, Miss Lynch stated that the tests were given

always to students before they were "test wise"; that they were tested first at the beginning of the year, and that she intended to make another prognostication in February.

In his address, "A Better Type of Contest in Typewriting," Mr. C. E. Birch, Supervisor of Commercial Branches, City Schools, Lawrence, Kansas, blamed much of the inaccuracy in typewriting on the use in the school department of the present International Rules for marking errors, which he believes encourages inaccuracy. Mr. Birch thinks a greater penalty than 10 should be charged for each error. He believes, also, that more practice should be given the student in the transcribing of notes, rather than always having them copy from printed matter.

Miss Ann Brewington, instructor in secretarial work, University of Chicago, in her address, "The Secretarial Course in the Collegiate School of Commerce," traced the evolvement of the present secretarial course given in the University of Chicago, and explained the methods followed and the credits allowed for the work.

In the absence of Miss Rose L. Fritz, who was to speak on typewriting technique for beginners, Mr. William F. Oswald, of the Underwood Typewriter Company, Champion of 1919, gave an interesting talk and demonstration on this subject. Mr. Oswald stressed many of the little things overlooked in the classroom but which have a vital bearing upon speed and accuracy, such as feeding of paper, position at the machine, return of the carriage, and the angle of elevation of the hands.

At the final meeting of the Round Table a live spark was struck from the personality and experience of W. W. Lewis, of Gregg School, in his address

"The Shorthand Teacher." Mr. Lewis considered three phases in his paper: 1. Represented by the shorthand teacher of yesterday, before the advent of the typewriter, who taught the fine art of phonography for the reporter's use and as a fad. 2. The progressive, enthusiastic shorthand teacher of to-day, who knows the business world and its demands, and is a leader, socially and professionally. He can really do what he is teaching his students. 3. The last phase was presented with the foreword that the skilled shorthand teacher of to-morrow must meet the ever-increasing demand from the high schools for college graduates with proper preparation.

Mr. Oswald again took the place of Miss Fritz and completed the program of the Round Table with an illustrated talk on typewriting technique for advanced students. Mr. Oswald knows whereof he speaks, and suggested many valuable pointers for the advanced classroom.

Business Round Table

OFFICERS FOR 1922

Chairman: E. W. Achison, Normal School, Maryville, Missouri

Vice-Chairman: R. E. Blosser, Zanerian College, Columbus, Ohio

Secretary: Lucy I. Lawrence, High School, Vincennes, Indiana

IN HER address "The Value of Ideals to the Business Educator," Miss Abbie A. Brown, of Miss Brown's School of Business, Milwaukee, Wisconsin, advanced the thought that ideals are our highest conception of things, and that, therefore, the best school imaginable is the ideal school. She commented on the fact that the public schools had copied the ideas of the private (*Continued on page 221*)

The Psychology of Learning Applied to Typewriting

Fourth Article in the Series

By E. W. Barnhart

Chief, Commercial Education Service, Federal Board for Vocational Education

EVERY voluntary muscular or motor reaction in typewriting has a certain accompanying mental process including not only the mental process which stimulated the action, but also certain additional mental processes which may accompany or follow the execution of the action. The muscular reactions of the kind used in typewriting can be studied apart from the accompanying mental processes; but no motor reactions of this kind can be effectively taught without paying attention to the mental processes which inseparably accompany the motor responses. Hence no scheme of teaching typewriting which omits consideration of these mental processes is in any way complete.

The first stage in the learning process in typewriting is to associate a definite stimulus, the sight of the letter *f*, say, with the proper finger movement. These two, the stimulus and motor reaction, must be so inseparably connected in the consciousness of a pupil that the first will inevitably produce the second. The solution of the problem of how to increase accuracy is, therefore, to make the connection between the stimulus and the reaction more positive, more mechanical, and to eliminate any mental processes which may interfere at any stage of the whole

process. The beginner in typewriting sees a certain letter and recognizes it before making the proper finger movement. He has, then, at this stage in the learning process a separate stimulus, thought, and reaction for each finger movement, whether for a letter key, the space bar, or any other movement, such as returning carriage. The speed of typewriting at this stage is governed by the sum total of the time required for all of these processes. Increasing speed is a matter of decreasing the time required for any or all of these processes. Usually the finger movement itself requires but very little time; so, for the average pupil, the problem of how to increase speed is usually the problem of how to increase the speed of the mental reactions.

**Speed of
Mental
Reactions
Governs
Typing
Speed**

**Development
of Coördina-
tion, the
Problem**

In mastering a motor reaction the beginner seems to have in the mental field the same problems that he has in the muscular field. The beginner, in trying to master a new movement, say striking a *q*, uses more muscles and exerts greater effort than is necessary. Compare the swift, easy grace of the experienced typist with the clumsy, heavy efforts made by the average beginner. Practice has shown the typist that any key can be struck with just a minimum of hand displacement and finger movement, and

with no conscious effort or expenditure of energy; for practice has resulted in the elimination of unnecessary motions and the limitation of the whole operation to a few delicately controlled muscles which act in complete coördination. On the mental side, the beginner has the same problem of the elimination of unnecessary mental processes and the development of the coördinations absolutely necessary for the swift, unvarying translation of the stimulus into the desired motor reaction. The teaching problem is identical in both fields, elimination of non-essentials and the development of coördinations.

With the beginner each letter is a problem. He looks at each letter separately, recognizes each, thinks of each, and then thinks of the proper finger and the necessary finger motion. He then tries to make the motion, and finally looks at his paper to see if he has been successful. This sequence of mental processes is repeated for every letter. With practice some of these processes become much simplified, and the time taken for any one becomes very small, but as long as any of these unnecessary mental processes persist, the development of speed and accuracy is retarded.

As an illustration, most people when they think of a letter move the lips, tongue, or throat mus-

**Pronouncing
Letters
Retards
Writing**

cles as though to pronounce it, many hear the letter at the same time, and others may visualize it, so that

any or all of these associated sensations are a part of the process of thinking of a letter. Typewriting pupils are very apt to think it necessary to pronounce to themselves each letter as it is written, hence they are unable

to write faster than they pronounce. Sometimes the lip movements of pronunciation persist for a long time. Obviously any associated movements of this kind, and the mental processes which accompany them are impediments to both speed and accuracy. Hence the need for attention to the elimination of these unnecessary associations.

The teacher should require the pupils to suppress any and every tendency to think or do anything not essential to the instantaneous response of the finger to the stimulus. Hence the value of speed from the start, so that there is as little opportunity for the establishment of unnecessary associations whether mental or physical.

Pupils should be watched for any signs which indicate that unnecessary mental or physical associations are developing. They should be encouraged to make the necessary motions as quickly as possible after seeing a letter, and to act with as little conscious mental activity as possible; seeing *f* should mean moving the proper finger without any consciousness of how *f* looks, of how it sounds, of where it is on the keyboard, or of lip or throat movements. These commonly associated mental and physical associations should be suppressed.

Just as practice coördinates muscles so that a given movement can be made

**Finger Move-
ments Develop
from Letters
to Words**

with a minimum of effort, so does repetition coördinate individual finger movements into larger units which

are executed as wholes, as established sequences which require but an initial stimulus to set in motion the entire cycle. For example, in writing the word *as* the beginner must think of *a* and write it, then think of

s and write that, and then think of the space and strike the space bar; but the experienced operator thinks of *as* only, and the three finger motions necessary are made as a result of the single thought impulse. This is the goal for all typewriting, a single thought impulse, a single stimulus, for practically each word. The individual letters in the words are not seen as such, nor are they written as letters; the word, if at all familiar, is written as a whole and the thought of the word is enough stimulus for whatever succession of strokes is necessary.

This habit-building process extends to whole sentences and perhaps to paragraphs. The

A "Motorized" Vocabulary Real Secret of Speed only limit seems to be that established by practice. The speed typists have very large vocabu-

laries and all have familiar sentences which they write practically without any stimulus after they have once started. Motor habits of this kind for as large a vocabulary as possible are the real speed secret and the only guarantee of high accuracy with speed.

These word habits are built up by degrees. Practice and intensity of effort apparently dictate what particular words will be *motorized* first; but, obviously, the pupil starts with short, familiar words, and then progresses to longer words or phrases, and so on, according to the nature of his work.

The teaching process should attempt to parallel this learning process. Pupils should pass through the individual-letter stage of the learning process with as few associations as possible, so that the transition to the word-writing stage can be made with-

out extensive unlearning of the unnecessary associations.

When the time seems proper, the teacher should encourage the pupil to write the commonest two-stroke words without conscious thought; just tell them to think *as* and then think nothing further, leaving the mind a blank until the fingers have finished.

Similarly with longer words, with three-stroke words, with four-stroke words, with familiar phrases and, ultimately, with a few long words. Of course this process should be spread over the whole typewriting course. If pupils make many errors, this is evidence that they have not developed the elementary single-letter reactions to such a point that they can execute these more complex habits. If errors are made on six- and seven-stroke words, while very few are made on three-stroke words, this is evidence that the pupils are being forced on to longer words before they have developed the connections which enable them to execute so complex a series. Teachers will realize that this building process proceeds by slow degrees and comes only after much practice, and that children must not be pushed on to a more advanced stage until the elementary stages have been mastered.

In the finished typist we see the ultimate results of this learning process, when word habits have been established for practically all the words which are written. Only the unusual word must

be written in an elementary way, and this is usually written on a syllable basis rather than on an individual letter basis. Because of these exten-

sive word habits the professional typewriter demonstrators are able to carry on conversations, do arithmetic problems and similar "stunts" while copying. The writing has become automatic because the word habits include all the words necessary for writing ordinary matter.

When copying entirely strange matter in an unfamiliar vocabulary, the word habits do not function sufficiently often to permit such "stunts." Neither can these operators spell very successfully while copying, for the consciousness of the letters and words to be spelled interferes with the habitual writing of these same words and letters, so that spelling simple familiar words is practically impossible when writing, with the usual absence of errors, simple familiar matter containing these same words.

When the pupil has reached the stage where he has a very large word-habit vocabulary, his consciousness is free to think along lines which do not interfere with the writing processes. At this stage the conscious mind is grasping the meaning of what is being written just as we grasp the meaning of what we are reading aloud even though we cannot hear what we say. The writing process has been almost completely taken over by the subconscious mind, while the conscious mind is somewhat free. Of course, when a new word is to be written, the conscious mind is called upon to do most of the work of recognizing and writing the unfamiliar combination; and when the conscious mind becomes too conscious of what

the subconscious mind is doing, or when the conscious mind begins to think in the same terms in which the subconscious mind in working, say in letters, confusion results.

This automatic word-habit stage should be developed as soon as possible, for much of the thinking about typewriting form, arrangement, tabulating, etc., cannot be done while the pupil is still so conscious of his writing. Transcribing cannot be done at even a fair rate of speed if the word habits are not extensive enough to permit the conscious mind to solve the problems of sentence structure, punctuation, capitalization, paragraphing, etc., which are encountered while transcribing.

In order to give a more definite idea of how mental processes affect typewriting speed, this series will conclude with a summary of a recent experiment participated in by four of the fastest and most accurate typists in the world. The copy used was specially prepared and was graded to represent the stages in the learning processes which this article has presented.

TEST COPY

FIRST. Memorized, massed, balanced, rhythmic matter which could be written at the highest possible speed as *a;slckfjgha;slckfjgh*

SECOND. Scattered individual spaced letters as, *mtzwa p c*

THIRD. Massed letter groups as, *sigdo ysaretdams*

FOURTH. Short familiar words as, *their would after*

FIFTH. Sentences of short words as, *the man she saw was not the man he saw as we saw him go by.*

SIXTH. Simple matter such as used in contests as, *So far as I have been able to observe . .*

(Continued on page 239)

Contests in Shorthand and Typewriting

Why Conduct Them, and How?—

Under this heading we will give from time to time papers by our readers regarding their ideas, plans, and experiences in holding contests. We are presenting this month, as an introduction, Miss Herre's "Why," and discussions by Mrs. Lesetta L. Erickson and Miss Cordelia Wick of "How" contests are planned and conducted in Idaho and in Michigan. We shall be glad to pass on your suggestions for the benefit of all the teaching fraternity.—EDITOR.]

Why Contests are Held in Idaho

By Grace Herre, Nampa, Idaho

President, Southwestern Idaho Commercial Teachers' Association

(With extracts from addresses by J. H. Kimball and Harold H. Smith)

COMPETITION in any field is the greatest spur to effort that has been found. The grocer in the little country town wastes no energy in gaining trade as long as there is no competition, but just as soon as he hears that a new store is to be opened, he immediately begins to conceive ways of holding his trade. He meets Mrs. Smith and Mrs. Jones with a smile, notices the children, and even gives them cookies or candy—a thing he has never done before. He lowers the price of his goods, puts out a better grade of goods for the same money, etc. That is the value of competition in business.

And now permit me to pass from the ridiculous in competition to the more serious. During the war, Germany committed an offense against humanity so ghastly, so terrible—in the use of poison gas—that all the world loathed her; and now just two years from that time, some one in Northwestern University has discovered a gas, so deadly in its effect that the gas the Germans used pales into insignificance. It is so poisonous that it need not be inhaled, just the tiniest drop on the flesh is sufficient to destroy the life of a human being. Thus again, we see what competition can and will do.

"We live in an age of speed and in every line of endeavor it will be found that the cry is speed and then more speed. That there must be no lessening of the degree of quality goes without saying, and it is something which need never be mentioned because it lies at the foundation of all things. Speaking broadly, a thing which is not accurately done is not done at all, simply because it must be done again and the first doing ceases to be of value to anyone. In every field of labor there is a set standard of quality, and that standard is the best that can be done, and for that reason quality is a thing which we need not trouble ourselves about when we talk of winning. Our fastest trains are the product of this desire for speed, but no one asks whether with the increase in speed there has come any tendency to leave the rails or to jump the bridges. In all we do we must hold to the old standards of safety and accuracy, but with them must come speed and again more speed, until the limit, if there be one, shall be reached." (J. N. K.)

"Contests were begun in shorthand and typewriting years ago, and have ever since been the scale with which to measure individual skill the world over, and the best of to-day is 100% better than the best of ten years ago. As with other activities of modern life, there has been a constant improvement in the typing technique of experts, office workers, and students.

"The typewriting speed contests have brought about a competition between operators, in school and out, which has meant a great deal in the way of skill. Our official records have risen from 69 net words per minute for thirty minutes to 145 net words per minute for thirty minutes, in twelve years." (Harold H. Smith)

The statement has been made that our contests are not true measurements of the ability of the student for a daily output of work, but let

us compare such contests with auto races. Auto races have been held almost since the first machines were built, and there is no one thing which has added more value to that means of getting over the face of the earth. The worth of such contests does not lie solely in the proof that one machine is able to go faster than another, but trials of speed and endurance serve to bring to light all the weak spots in mechanism and, as a result, those weak spots are looked after and the outcome is a machine better in every way. These are the things which are more than enough to justify the trophy given. In itself it may be worth but a few dollars, but the value of the underlying principle—the thing it stands for—cannot be stated in millions.

"And now about our own awards for speed and accuracy. I believe they stand on a higher plane and accomplish more than almost any other trophy in existence. In the first place it does just what is done by the trophy for auto races, for it tries out both operator and machine under the most severe test. It uncovers the weak spots in each and suggests the right remedy when one is found to exist—but that is not all—neither is it the best thing which lies behind it. Its real value lies in the fact that it shows by actual trial what can be done and sets the pace for others. More than that—the real value of our international trophy to every business man in the country can not be computed, for almost by itself alone it has raised the standard of machine work a hundred fold in the past decade." (J. N. K.)

And what is true of typewriting records is also true of the shorthand records. The contests have not only raised the speed of the "take" but also the accuracy of the transcript.

A CONTEST is a struggle for victory in which we win a prize, and it would seem that there is nothing done in this world, no work or chore of any kind, nothing which we do from day to day, but has some definite end in view and that end, in a general way and for lack of a better term, can be called a prize. There is a prize for every effort and there never was an effort but had its prize.

Almost every paper in the country has a sporting page or two, and on these pages you will find stories of contests of all kinds. Golf, tennis, baseball, and an endless number of out-of-door sports have their hosts of followers and in each case there is some one who is looked up to as the best—the winner.—J. N. Kimball.

The Story of the First Michigan Contests

As Reported to the Michigan State Teachers' Association in October

By Cordelia Wick, Western State Normal School

SEVENTEEN districts were originally outlined, and numbered 1 to 17, numbers 1 to 14 inclusive being in the lower Peninsula, and 15, 16, and 17 in the Upper Peninsula. This was done by counties, with from three to twelve counties in a district. The districts are similar to those of the Michigan State Oratorical Association.

Lists of towns by districts were made out by consulting the Michigan State Teachers' Directory for 1919-20 and 1918-19, together with a road map with a list of towns at the side. Some time before the next contest, preferably in the fall of 1921, these lists should be carefully revised by the district chairmen. There is a great waste of time and money in sending notices to schools in which there is no commercial department. Probably some schools which have departments were omitted from the list.

Rules for conducting the contests and grading the papers were carefully formulated, after studying the rules for such contests in other states and asking the advice of Mr. J. N. Kimball, manager of the International Contests, and several people connected with Gregg School. The Whitewater State Normal, Whitewater, Wisconsin, gave us valuable assistance, and the rules which the committee finally decided upon are similar to those used in Wisconsin, with slight alterations to fit our own case. Our rules should be carefully revised this year, in the light of our experience with them last year, and a special committee should be named to do this.

On February 18, 1921, letters were mailed out from Western State Normal

School to every high school in the state, announcing the date of the contest, recommending the temporary chairman for each district, and asking that each district organize and report the results of the meetings not later than March 18. Inclosed with these letters were lists of the counties by districts, and rules and regulations for the contests.

On March 4 letters were sent to individuals in districts which were slow in organizing.

Only three districts out of the seventeen failed to organize. These were numbers 4, 6, and 8.

The chairmen of the various districts are as follows:

DISTRICT No.	CHAIRMAN	CITY (SCHOOL)
1	N. L. German.....	Bay City
2	Ferne Martin.....	Bad Axe
3	W. J. Russell.....	Flint
4	No contest	
5	R. B. Peterman.....	Lansing
6	No contest	
7	P. F. Parker.....	Jackson
8	No contest	
9	(Detroit elimination contests.)	
10	S. B. Norcross.....	Kalamazoo
11	A. R. Mead.....	Dowagiac
12	Roy A. Peterman.....	Traverse City
13	Edith L. Johnson.....	Cadillac
14	A. J. Reed.....	Muskegon
15	W. P. Gaynor.....	Houghton
16	E. L. Timberlake.....	Marquette
17	L. C. Burnor.....	Escanaba

On April 18 the necessary material for carrying on the district contests was mailed to the district chairmen. This included dictation material, type-writing copy, rules, with final instructions and report blanks.

The district contests were held on April 30, with a total of 119 winners of first and second places in the state. Certificates were given by the State

Committee to the winners of first, second, and third places in the district contests. Mr. Loring sent personal letters of congratulation to all firsts and seconds, and another year letters should be sent to thirds also.

Each district chairman was given the authority to collect a fee of 25 cents from each entrant in each event in the district contests, 10 cents of which was sent to the State Committee to help in defraying the expenses of the material, certificates, postage, etc.

The finals were held at Kalamazoo on May 20, 1921. Sixty-six entrants were registered, which was over 50 per cent of the 119 winners of first, and second places in the districts. All of the districts that had organized, with the exception of No. 15, an Upper Peninsula district, sent entrants to the final contest. Twenty-nine teachers from different parts of the state attended the finals at Kalamazoo, and it surely was gratifying to the Committee to see so much substantial interest shown. There were five instructors and nine contestants from the Upper Peninsula.

Various committees to take charge of arrangements for the finals were named by Mr. Loring. These consisted of a committee on registration, a floor and machine committee, a door committee, station committee, and entertainment committee.

From the lists of eligible entrants sent in by the district chairmen, the registration committee made two complete lists of entrants, one arranged by districts, the other by events. In case a question of eligibility arose, the results of the district contests were referred to.

The five people on the registration committee were at tables near the entrance. A fee of 50 cents was

collected from each entrant, his eligibility checked, and then he was given a badge. A blank was prepared in advance and filled out by the committee at this time, covering all necessary information regarding each entrant, his machine, etc.

A tag was made out and attached to each machine, showing which event it would be used for, and by whom.

The visiting teachers were also required to register with this committee.

The registration committee had another very important duty, and that was to number the papers as they were handed in after each event, using numbers instead of names so that no judge would be partial.

The dictation for all of the shorthand events was given before any of the transcribing was begun, so the notebooks were collected after each dictation, and handed to the contestants when they were ready to start transcribing.

The floor and machines committee assembled tables, chairs, machines, etc., from different sources, and arranged them for the events. Machines shipped in by contestants had to be unpacked, and repacked again for shipment. All machines were tagged, and between events they had to be shifted. This committee took care of the seating arrangements for spectators also.

The door committee had charge of all entrances to the room and allowed no one to come in, go out, or move about during any event.

The stations committee met the trains and assisted the contestants by directing them to the Normal School, and giving them information in regard to hotels, etc.

The entertainment committee made arrangements for the social program

after the events, and for the supper which was given by the Commerce Club for the visitors.

The chairmen of the judging committees were as follows: Event No. 1, Mr. G. D. Cooley, Battle Creek; Event No. 2, Mr. R. B. Peterman, Lansing; Event No. 3, Mr. W. W. Parsons, Kalamazoo; Event No. 4, Mr. S. B. Norcross, Kalamazoo Central High; Event No. 5, Miss Cordelia Wick, Western State Normal. The rest of the personnel of the judging committees was chosen from the visiting teachers and members of the department of commerce of the

Normal. The judges were provided with rules, suggestions for marking papers, and blanks for reports.

Mr. A. L. Loring, of the State Contest Committee, was chairman and announced the program. Before the events, Mr. D. B. Waldo, president of the Normal, welcomed the visitors with a brief talk.

At the supper the prizes were awarded to the winners by Mr. Loring. The first prizes were silver medals, second prizes were bronze medals, third prizes were certificates.

The winners in the various events were as follows:

RESULTS OF FIRST M. S. T. A. CONTESTS

EVENT NO. I—BEGINNING TYPEWRITING—TEN MINUTES

	NAME	SCHOOL REPRESENTED	RATE
FIRST PLACE	Lois Mackey	Hastings	54.3
SECOND PLACE	Sarah Luber	Iron River	56.
THIRD PLACE	Althea Brooker	Hart	55.6

EVENT NO. II—ADVANCED TYPEWRITING—15 MINUTES

FIRST PLACE	Bernice Mohrhart	Lansing	69.2
SECOND PLACE	Amelia Kucinski	Iron River	66.46
THIRD PLACE	Elsie Ziegler	Cadillac	62.73

EVENT NO. III—BEGINNING SHORTHAND—RATE 60—4 MINUTES

			ACCURACY
FIRST PLACE	Helen Holmes	Midland	99.6%
SECOND PLACE	Hazel Warner	Battle Creek	99.6
THIRD PLACE	Lilah Zellar	Battle Creek	99.2

EVENT NO. IV—ADVANCED SHORTHAND—RATE 100—3 MINUTES

FIRST PLACE	Edna Thompson	Muskegon	99.3%
SECOND PLACE	Anna Roskom	Kalamazoo	98.
THIRD PLACE	Mary Clark	St. Johns	97.67

EVENT NO. V—MASS SHORTHAND—RATE 120—3 MINUTES

FIRST PLACE	Edna Thompson	Muskegon	98.3%
SECOND PLACE	Mary Clark	St. Johns	90.8
THIRD PLACE	Donna Rogers	Battle Creek	83.3

The results of the Fourth and Fifth Events shows our rules should be revised so as not to allow any one student to win prizes in two shorthand events. We should have a better distribution of prizes.

We received a challenge from Wisconsin to enter a tri-state contest, the states of Wisconsin, Illinois, and Michigan competing. We did not feel that we could attempt such a thing the first year, but perhaps we can after our organization becomes perfected. This should be discussed at this meeting so as to know the sentiments of all on this proposition.

Contests in Commercial Subjects in Idaho High Schools—Their Value and Organization

By Mrs. Lesetta L. Erickson

Supervisor of Commerce State Board for Vocational Education

THE Idaho State Board for Vocational Education has felt contests in the commercial subjects between the various high schools to be of sufficient importance to include them as an item in its program for the state supervision of this work. We believe the benefits to be derived from such contests invaluable and far-reaching; they provide a certain kind and brand of stimulus that is difficult to describe. The psychology of contests, moreover, has long been conceded to be one worthy of exploitation, for it develops the trainer as well as the one being trained. In order to "beat the other fellow," the trainer will inquire into methods other than his own, for instance; when he knows what his competitors can do, he naturally makes his requirements just a little higher. And so it goes—the goal is definite and it becomes increasingly more difficult to attain; standards change,

and comparisons soon show us that much more is accomplished than was accomplished several years ago. Think, if you please, how much the simple matter of contests in typewriting and shorthand has influenced our progress onward and upward!

It has seemed best, at least, for the present, to organize these contests within the six teachers' institute districts, comprising the forty-four counties, as designated by the State Board of Education. At the various institute meetings, separate sections for the teachers of commercial subjects had been arranged for a discussion of their particular problems, and in each district an association was formed, the officers of which act as an executive committee for the management of the contest within the district. Officers for the six commercial teachers' associations were chosen as follows:

NORTH IDAHO COMMERCIAL TEACHERS' ASSOCIATION

Ida B. Marsh	Coeur d'Alene	President and Chairman of Executive Committee
Fred E. Berquist	Sandpoint	Vice-President
L. E. Laidlaw	Wallace	Secretary
Ethel Brackin	Bonnere Ferry	Treasurer

NORTH CENTRAL COMMERCIAL TEACHERS' ASSOCIATION

T. L. Coultas	Lewiston	President and Chairman of Executive Committee
(Commercial Teacher)	Clarkston, Washington*	Vice-President
Frank Thomas	Genesee	Secretary
Marion Dirks	Kendrick	Treasurer

SOUTH CENTRAL IDAHO COMMERCIAL TEACHERS' ASSOCIATION

Olive Gunderson	Shoshone	President and Chairman of Executive Committee
E. R. Byrne	Buhl	Vice-President
A. Beulah Halle	Twin Falls	Secretary-Treasurer

*Across the river from Lewiston and included in the North Central institute district.

EASTERN IDAHO COMMERCIAL TEACHERS' ASSOCIATION

Beulah Potts	Idaho Falls	President and Chairman of Executive Committee
Mrs. Ida Ternan	Sugar City	Vice-President
G. G. McCuiston	Rigby	Secretary
Annie Cooper	St. Anthony	Treasurer

SOUTHWESTERN IDAHO COMMERCIAL TEACHERS' ASSOCIATION

Grace Herre	Nampa	President and Chairman of Executive Committee
Mrs. Mame L. Hand	Meridian	Vice-President
Vera Hill	Boise	Secretary-Treasurer

SOUTHEASTERN IDAHO COMMERCIAL TEACHERS' ASSOCIATION

Carolyn Overstreet	Blackfoot	President and Chairman of Executive Committee
Dean Hogue	Pocatello	Vice-President
Ida M. Edwards	Arco	Secretary
Aluta Larsen	American Falls	Treasurer

While we do not have a state association of commercial teachers organized as such, we do have these six district organizations, which in effect, at least, is substantially the same. A state association would not function on account of the difficult topography of the state; to get from the northern to the southern part of the state, a circuitous route through the states of Oregon and Washington is necessary.

The forty-seven high schools over the state which offer commercial work will meet at the most central location within each district in the late spring and contest for the honors in their district. The northern counties have decided to have their contest at the time of the Inland Empire Teachers' Association meeting in Spokane. The contest in the south central district will be held at Twin Falls the last Friday in April; the southeastern district, at Pocatello, the first Friday in May; the eastern section at Rigby, the time to be determined later; the southwestern, at Boise, between April 20th and May 10th; and the north central contest will, in all probability, be held at Lewiston, although plans

for this district have not been definitely made.

In order that an idea of the organization of the contests proper may be had, the rules for the shorthand and typewriting are given below:

SHORTHAND I.

1. *Material*.—From Gregg people, which is based entirely on Manual—articles not letters—secured by the entertaining school—held by the Superintendent thereof and delivered to the Superintendent of the Contest, sealed, and in the presence of teachers of students to compete.
2. *Rate of Speed*.—40 words per minute, counting 80% when rating; 50 words, counting 90%; and 60 words counting 100%. Add and divide by 2. The quotient shall be the rating of the paper.
3. *Length of Time for Dictation*.—5 minutes each, or 15 minutes all told.
4. *Transcriptions*.—Only one copy to be handed in, of just one article. Student's choice—must be typewritten by student.
5. *Time Allowed*.—One hour from time dictation ceases.
6. *Errors*.—
 1. Periods or question marks omitted, $\frac{1}{4}\%$ off.
 2. Strike overs, $\frac{1}{4}\%$ off.
 3. Wrong word or omitted word, 1% off.
 4. No erasures allowed. If erasures are made, paper will be thrown out.
 5. Misspelled words, $\frac{1}{4}\%$ off.
 6. Transposition of letter, $\frac{1}{4}\%$ off.

7. All typographical errors not covered above, $\frac{1}{4}\%$ off.
8. Any paper that rates less than 75% will be thrown out.

SHORTHAND II

1. *Material*.—From Gregg people—must be solid matter, not previously published in the *Gregg Writer*.
2. *Rate of Speed*.—80 words per minute, counting 80% when rating; 90 words, counting 90%; and 100 words, counting 100%.
3. *Length of Time for Dictation*.—5 minutes each, or 15 minutes all told.
4. *Transcriptions*.—Only one copy to be handed in, of just one article. Student's choice—must be typewritten by student.
5. *Time Allowed*.—One hour from time dictation ceases.
6. *Errors*.—
 1. Periods or question marks omitted, 1% off.
 2. Strike overs, $\frac{1}{2}\%$ off.
 3. Wrong word or omitted word, 2% off.
 4. No erasures allowed. If erasures are made, paper will be thrown out.
 5. Misspelled word, 1% off.
 6. Transposition of letters, $\frac{1}{2}\%$ off.
 7. All typographical errors not covered above, $\frac{1}{4}\%$ off.
 8. Any paper that rates less than 75% will be thrown out.

TYPEWRITING I & II

1. *Rules*.—International Typewriting Contest Rules.
2. *Source of Material*.—From J. N. Kimball—International Contest Manager—must be brought to contest sealed—secured, kept and delivered same as shorthand material. Material to be the same for each contest.
3. *Time Allowed*.—15 minutes for each contest.

GENERAL RULES

- I. Superintendent shall be no one connected with any competing High School, but one selected from the outside who is familiar with subjects contested. Must be appointed by a majority of commercial teachers who are entering contestants.
- II. Contests shall be held in most central location, place to be decided among teachers of competing schools.
- III. Entertaining school shall arrange for hall, tables, and paper (legal size) but contestants must furnish their own machines.
- IV. Contestants shall be regularly enrolled students carrying at least four subjects.

No postgraduates may enter. No one who has ever attended a business college may enter.

- V. There may be two representatives from each school in each contest. Beginning students are those who have been registered in a subject not more than eight months. Advanced students are those who have been registered in a subject not more than 17 months.
- VI. Contests shall be held all on same day, any time between March 20 and May 10.
- VII. Superintendent shall number students for each contest secretly. Papers shall be graded by teachers making entries to matter as read by Superintendent. All misunderstandings shall be decided by a majority vote of teachers present, no school having more than one vote. Identities of contestants shall be left unknown until such time as all the papers in each division are corrected, graded, and tabulated.
- VIII. Each school shall defray its own expenses.
- IX. A cup will be awarded to the school winning the largest number of points; it shall be held permanently by the school winning it three times in succession. First place shall count five points, second, three; and third, one. Individual awards for first, second, and third places in each division shall also be given, consisting of gold medals for first place, and blue and red ribbons, respectively, for second and third places.

In addition to the shorthand and typewriting, several districts have added contests in rapid calculation, penmanship, spelling, and bookkeeping. The rules for these latter subjects are not formulated as yet.

The Department feels that much good will come from the promotion of these district contests in the commercial subjects. They should, in time, gather sufficient momentum to bring about a state-wide contest such as we now have in some of the extra-curricular activities.

Several teachers are ambitious for a state contest this year. In view of the fact, however, that only two of the districts have ever taken part in a contest of (Continued on page 230)

SCHOOL NEWS AND PERSONAL NOTES

Found in the Editor's Mail

PEQUOD Business College, Meriden, Connecticut, has been purchased by P. P. Freeman, of Hartford, and Mr. C. Z. Swisher, last year with Worcester Business Institute, Worcester, Massachusetts.

△ △ △

B. S. Frost, for several years head of the commercial department at Muskegon High School, has joined the staff of the High School of Commerce at Detroit, as one of the bookkeeping teachers.

△ △ △

There are two new teachers at New Hampton, Iowa, High School—Mr. Charles W. Perry, of Normal, Illinois, and Miss Ethel Thein, of Garnaville, Iowa.

△ △ △

C. G. Davis, of Marion, Ohio, has recently accepted a position to teach bookkeeping in the Scranton, Pennsylvania, Business College.

△ △ △

Miss Abi Beynon, formerly with the Iowa State Teachers' College, Cedar Falls, Iowa, is in charge of the Junior College commercial department at El Paso, Texas. △ A. F. Fondaw and Miss Althea Hartig are new commercial teachers in Fairmont, West Virginia, High School. △ Lewis B. Clark and the Misses Amy L. Adams and Marjorie L. Turner are in the commercial department

at Montpelier High School, Montpelier, Vermont. △ Oscar M. Serley, of Burbank, Washington, and E. Ray Jones, of Portland, are teaching at Crumley Business College, Tacoma, Washington. △ H. L. Watts has changed from Charleroi, Pennsylvania, High School to Hazleton, Pennsylvania, High School. △ Helen F. Haynes and Sebina E. McGrath are teaching commercial work at Havana, Illinois, High School.

△ △ △

Des Moines schools have two more new commercial teachers this year—Miss Sara Schoonover and Miss Mary C. Vrana.

△ △ △

The new bookkeeping teacher at Metropolitan Business College, Dallas, Texas, is Mr. Harvey Hill, of Lebanon, Missouri.

△ △ △

Mr. Charles Gladfelter, of Loganville, Pennsylvania, has succeeded Mr. Munford at Bay Path Institute, as head of the shorthand department.

△ △ △

Brown's Business College at Cairo, Illinois, has recently been purchased from F. T. Hanke, by Mr. H. O. Robertson and Mrs. E. H. Harris.

△ △ △

Two more commercial teachers have joined the faculty at Custer County High School this year, show-

ing what strides commercial education is making out in Montana. Mr. A. B. Thomas comes from Salem, Indiana, to Miles City, and Miss Freda Penzig from Spokane.

Mr. Thomas Nelson, formerly supervisor of penmanship in the New Philadelphia, Ohio, schools, is teaching commercial work this year at Oil City, Pennsylvania, High School.

+ + +

Sacramento Organizes a G. S. A.

By E. N. Shadwick

Shorthand Department, High School, Sacramento, California

A GREGG Shorthand Association was organized in Sacramento, Tuesday evening, January 17, 1922. The organizers feel proud of this association because it is one of the first in the west and the spirit of which we boast certainly manifested itself at this meeting. The roll of charter members numbers about fifty and there is good reason to believe the number will double in a few weeks.

The constitution and by-laws adopted provide for a professional organization to be composed of writers and teachers of Gregg Shorthand. We propose to restrict the active membership to the common tie, Gregg Shorthand. There is to be a bureau to gather information as to the conditions of employment of every member—whether employed or not, whether a change is desired or not, to put unemployed members in touch with a possible opportunity for employment—in short to serve its members in every professional capacity. Whether this bureau shall be made up of the administrative officers or shall be independent of them depends upon the scope of the work it finds itself obligated to carry out.

Mr. C. O. Bentley, a well-known Gregg teacher, aided in preparing the program for the evening. He

and his assistants, Mary Deranja and Verda Douglass, after many disappointments, provided an excellent program. The music was of a high order throughout—these successful Greggites are equally successful musicians.

Mr. R. M. Rowland, Manager of the Underwood Typewriter Company, Sacramento, gave an interesting talk on "What the Business Man Expects His Stenographer to Be Able to Do." Mr. Rowland stressed a good English foundation, loyalty, and initiative. He assumed proficiency in her shorthand system and her typewriting. A good English foundation is necessary because stenographers are often required to construct letters. Poor grammatical construction and misspelled words are a crime against good business practice. Either requires duplication of work and lessens the stenographers' ultimate efficiency. Errors in transcribing usually reflect improper or insufficient training in shorthand or typewriting. No stenographer should be released from instruction or recommended for a position until she has met a standard which will enable her to meet the requirements of her business community. Mr. Rowland emphasized the fact that loyalty is something which the young (Continued on page 214)

EDITORIAL COMMENT

On Sundry Topics

100 Per Cent "Truth" in a Severe Test

IN AN article in *Pitman's Journal* (New York) for September, 1921, under the title of "100 Per Cent Accuracy in a Severe Test," on page 29, we find some rather startling statements. For example, the following:

Statement No. 1: "In the 22d annual convention of the National Shorthand Reporters' Association, held at Niagara Falls, August 25, Mr. Daly came out first and won the solid gold medal in the 240 jury charge test, with 99 per cent accuracy, which established a new world's record."

Statement No. 2: "In the 240 words a minute dictation he was the only contestant to qualify."

These facts, if they are facts, should be brought to the attention of the Speed Contest Committee. At the last convention of the Association the committee announced, through its chairman, Mr. Fuller, that Mr. Albert Schneider "came out first" and won the world's championship. Moreover, it turned over to Mr. Schneider the championship trophy to hold for the year, or until such time as somebody else wins it from him, and so many other prizes that the chairman of the committee jokingly requested somebody to page a truck to haul them away. Moreover, again, it appears from the second statement that Mr. Schneider did not qualify on the 240 test—which was necessary to his winning the contest. This is a very serious matter.

According to the report of the committee, as published in the official report, Mr. Schneider received a percentage of 98.8 on the 200 literary

matter test, 98.17 on the 240 jury charge, and 96.84 on the 280—an average percentage on the three of 97.94 per cent. Since 95 per cent accuracy only is required, it will be seen that Mr. Schneider had a safe margin on every dictation. We hope that the *Journal* will not persist in its position of overruling the official Contest Committee's decision. It would be a grievous humiliation to Mr. Schneider to learn that the Committee's decision had been reversed by the *Journal*, and that all his championship honors were to be cruelly stripped from him. If the editor of the *Journal* is to be the highest court—why have a contest committee?

And moreover, once more our mind is thrown into great confusion, if not chaos and all that sort of thing, by statement No. 3 in the same article:

"It is interesting to note that Mr. Nathan Behrin, an Isaac Pitman disciple and still the World's Champion Shorthand Writer, did not compete in the 1921 contest, but acted as Reader and Judge," (capitals, the *Journal's*, not ours; we wonder why disciple was not also capitalized).

Said chaotic state of mind arises from trying to reconcile the following:

(a) "Mr. Daly came out first"—meaning, we are inevitably led to believe, that he won the championship.

(b) "Mr. Nathan Behrin . . . still the world's champion shorthand writer."

If Mr. Daly "came out first," how can Mr. Behrin be "still the world's champion"?

And what becomes of Mr. Schneider to whom the Contest Committee of

the National Shorthand Reporters' Association awarded the trophy and title, who curiously enough is not even mentioned in the *Journal* article?

And still there is to be accounted for the championship of 1919, won by Mr. Victory, according to the Contest Committee, and acquiesced in by the *Journal*—at least to our knowledge the decision has not been reversed by the *Journal*.

If it had been our privilege to edit the *Journal's* article, we should have transposed the first statement to read, "Mr. Daly came out first in the 240 jury charge test and won the gold medal," etc. The second, belonging in the Ananias class, we should have struck out altogether, and in the third we should have taken a true sportsmanlike attitude, giving credit

where it was due. Then 100 per cent truth would not have had such a severe test. To borrow a British expression, that last statement of the *Journal's* "is not cricket"—it is "cry-baby."
—R. P. S.

[NOTE: For the benefit of our readers who are not familiar with the situation, the following are the facts:

Mr. Schneider won the championship in 1921 and established the highest net speed on literary matter ever made in any contest, 211.2 words a minute; Mr. Daly was the only other writer to qualify in the 1921 contest, and he did establish a new world's record on jury charge, exceeding the previous record, in net words a minute, by one-fifth of one per cent; Mr. Victory won the championship in 1919; Mr. Behrin won it the last time in 1913. All of these men are brilliant writers, good sportsmen, and would scorn to take credit not due them. Our jocular spirit is inspired wholly by the *Journal's* clumsy English, disregard for facts, and general moral turpitude.—Editor]



Sacramento Organizes a G. S. A.

(Continued from page 212)

stenographer should learn early and the older one remember always. A chance remark to your friends or your acquaintances may be used to your employer's disadvantage. He dwelt at length on the necessity for young people just starting a business career being alive and awake to every detail and policy of successful business. It must be done to develop judgment. And without judgment no stenographer can advance very far in any business where competition is keen. Mr. Rowland's talk was heartily received.

Mr. Will C. Wood, State Superintendent of Public Instruction, was to have spoken on "The Stenographer of the Future." Mr. Wood, however, was confined to his bed and unable to be present. Mr. E. N. Shadwick, head of the shorthand department of

the Sacramento High School, was called upon to "fill" Mr. Wood's place. While he did not "fill," he drew some interesting comparisons between the stenographer of a decade ago and the present time. After reviewing post-war conditions of employment and calling attention to the present competition among stenographers, he detailed the possibilities ten years hence and made some rather strong predictions as to their development.

A constitution and by-laws were adopted and the following officers were elected: *President*, Verda Douglass; *Vice-President*, Velma Resser; *Secretary*, Ann T. Turner; *Treasurer*, Amerigo Cristoni. Monthly meetings are provided for, and with the above officers at the helm live programs are assured.

Notes on Lessons in Gregg Shorthand—No. XVII

BY WILLIAM WHEATCROFT

Disjoined Suffixes

THEORY

I.—Definition.

Various familiar suffixes, or terminations, are expressed by distinctive disjoined characters.

II.—Disjoined Suffixes.

<i>ly</i>	{ in the <i>ing</i> position }	= INGLY
<i>ton</i>		= INGTON
<i>m</i>		= INGHAM

b = BILITY*f* = IFICATION*g* = GRAM, GRIM*m* = MENTAL*sh* = SHIP*d* = HOOD, WARD*k* = ACLE, ICAL, ICLE*ts* = ITIS*u* = ULATE

III.—Disjoined suffixes joined.

1. After *t* and *d*, *ification* may be joined.
2. In many words *ship* may be joined.
3. In many words *ward* may be joined.
4. In most words *ulate* and its derivatives may be joined.


Notes on Lessons in Gregg Shorthand—No. XVII

BY WILLIAM WHEATCROFT











Disjoined Suffixes

BLACKBOARD SKETCH

II.

SUFFIX	SIGN	EXAMPLES			
ingly	o		sparing		sparingly
ington	.		Torring		Torrington
ingham	—		Cunning		Cunningham
bility	/		legible		legibility
ification)		justify		justification
gram, grim			program		pilgrim
mental			regiment		regimental
ship	.		manager- ship		fellowship
hood, ward			falsehood		inward
acle, ical, icle	.		barnacle		conical
itis	x		gastritis		
ulate	.		granulate		granulated
					granulation

III.

1.		fortification		edification
2.		editorship		township
3.		awkward		outward
4.		manipulate		manipulated
				manipulative
				manipulator

Notes on Lessons in Gregg Shorthand—No. XVII

BY WILLIAM WHEATCROFT

Disjoined Suffixes

OBSERVATIONS

I. Give pairs of words; as, *sparing, sparingly; filling, fittingly; Torring, Torrington; Cunning, Cunningham.*

Probably the best way to explain the suffixes is as follows: Write the word *ABILITY* on the blackboard, underlining the part in capitals. This ending is represented by *l* disjoined. As we have only *a* left, then the word is shown by *a* and *b*, the second character written under, and a little to the right of, the first. Deal with the other suffixes in a similar way. Give pairs of words; as, *legible, legibility; stable, stability; durable, durability.*

Ification.—Note the writing of the pairs—*mortify, mortification; electrify, electrification.* Remember that after *t* and *d* the *f* may be joined for *ification*. As a general rule the blend, without *i*, is considered sufficient for the termination *tify*, but sometimes the diphthong is inserted for distinction; as, *defy* (differ-ent-ence); and where *fy* is immediately preceded by a disjoined prefix; as, *magnify, electrify.* The word *justify* does not have the blend, as its outline follows the form for *just*.

Ship.—Joined, as in *lordship, salesmanship, guardianship, scholarship, comradeship, censorship*; may also be joined after a disjoined particle; as, *controllership, dictatorship.* After a vowel, *ship* is disjoined; as, *trusteeship, fellow-ship*; also after the omission of some letters; as, *acquaintanceship, generalship.*

Hood.—Always disjoined; as, *manhood, girlhood, liklihood, motherhood, falsehood, babyhood, orphanhood.*

Ward.—Joined in *upward, outward, awkward*; but disjoined in *leeward, rearward, downward, onward, wayward*, where legibility requires it.

Mental.—Compare words in *ment* (joined) and *mental* (disjoined); as *experiment, experimental.* When *ment* is of necessity disjoined, as in *instrument*, then *l* is added for *instrumental.* *Ly* is added to the suffix by the joined circle.

Acle.—There are several hundreds of words covered by this device. It does not apply to words ending in *kle*; as, *tackle, cackle, buckle, speckle*; nor to endings beginning with vowels other than *a, i; ducal, local, vocal, focal.*

Ulate.—Joined where legibility permits. Groups of words to be given to show the forming of derivatives: *formulate, formulation, formulated, formulative.*

What Shall We Do With Our Hands?

By Robert Canavello

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SPEED

IN building a technique, the contest typist is not the best for our attention; he runs a race and in an hour exhausts his effort for the day. As the office-worker's day is seven or eight hours long, our object is clearly **EASE** and **ENDURANCE**, rather than **SPEED** expressed by the speed-typist working under competitive stress, although the latter sometimes demonstrates perfectly the most desirable movements for ease and endurance as well as speed.

The preceding article showed that when **ARM-WEIGHT** is utilized as the typing power the muscles are relieved, energy saved, and more and better work done.

The touch-system of fingering brought into use all of the fingers. The fingers are *not equally* nimble and powerful. The third and fourth fingers lack the natural agility of the first and second. These differences are magnified when the fingers are used as individual "hammers".

The use of **WEIGHT-POWER** eliminates from our consideration the difference in strength between the fingers, as **Equalizing** even the little finger **Finger Facility** makes a stout enough support. The difference in agility **PERSISTS**, and the object of the present article is to explain the natural technique that will **EQUALIZE THE FACILITY** with which the fingers transmit the weight-power to the keys.

The beginner gives each key a separate impulse. With growing skill,

impulses soon occur so frequently that to further progress she must type more than a single letter to each impulse. The majority of typists put this increased work upon the unaided fingers, while a few "born" experts instinctively relieve and assist the fingers in their proper adjustable and weight-transmitting work *by moving the hands*.

Typing speed rests primarily in facility in *grouping* letters.

In turning a door knob, or winding a clock, the hand is **ROTATED** by the twisting movement peculiar to the forearm.

This movement furnishes the **PHYSICAL MEANS FOR GROUP-**

Rotating the Hand Groups the Letters Typed	ING. The finger always moves at its hinges toward and with the key, but by ROTATING the hand the finger <i>itself</i> is moved <i>laterally</i> in the general direction of the key. Working, in effect, from the elbow instead of from the knuckles, the fingers are so well accommodated BY ROTATION that both their movements and the effort expended are greatly reduced, and the adjustments are made with increased facility.
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Through a studied use of this **ROTATING** movement the typist is **INFLUENCED TO GROUP** letters. The physical effect of rotation is to **DISTRIBUTE** the weight-force with each impulse to several, instead of a single key. The typist ceases to dissect words mentally by spelling

them letter for letter and THINKS THEM *comprehensively* BY SYLLABLES.

A little experimenting will make you familiar with this ROTARY movement: Lay the

How to right forearm with hand
Rotate palm down upon a table;
the Hand twist the forearm to the
in Typing right, and the hand can
be turned in this direc-
tion until the palm faces upward.

Roll the hand back to the first position. Now rotate it to the left, and you will find that it can be turned but slightly in this direction. So, although INWARD rotation of the forearm is restricted, OUTWARD rotation, the effect of which is to move the weight towards the less nimble fingers, is fortunately unlimited.

When the muscles that have raised the mass are relaxed, the mass falls—impacting to the keys the power of its WEIGHT. The arm-weight is naturally balanced when transmitted by the *middle* finger, because that finger is located *under the center* of the hand mass. On the contrary, should the *little* finger, for instance, be used to transmit the weight, the mass *must be shifted* by ROTATING the

forearm, which turns the hand outward until the mass is *balanced* upon that finger.

A baby learning to use its hands exaggerates the actions of grasping and releasing. It will be found necessary at first to *exaggerate* this rotating movement of the forearms until it becomes automatic.

The adjustive movements of the fingers in locating keys are *more precise* when accommodated by the hand

and forearm, as, BY ROTATING, these levers coöperate in this work and become familiar with key location, the key just depressed serves in an *added degree* as a guide, and the typist is better equipped to gage directions and distances of keys from other keys, which promotes ACCURACY in making adjustments.

The important "get-away" action of the fingers *from depressed keys* is largely facilitated, and especially is the lagging third finger assisted by forearm rotation. As the mass of the hand is

tilted from one finger-support to another, the ROTATING MOVEMENT not only helps the first finger to "get-away", but facilitates the depressing action of the succeeding finger in the group. In brief, the two

THIS is the second article on the subject of typewriting technique, in which some novel theories are advanced by Mr. Canavella. He knows the game of speed in typing, for he was at one time a member of the group of experts in the Underwood Typewriter Company—qualifying in the 1915 novice contest with a net speed of 78 words a minute after only a few months' practice. With but three exceptions he made the most accurate record.

His work in this department was done for the purpose of research entirely. Most of his time was spent in studying the technique of the experts. At the end of two weeks' study he wrote a net of 63 words a minute on a test.

Mr. Canavella is also an accomplished pianist and violinist. The subject of "weight" in piano playing is one that has received so much attention on the part of musicians that it may be said that there are now two distinct schools—one advocating this, and the other, another method.

We are presenting this series of three articles for the purpose of stimulating interest in the scientific investigation of typing methods and of teaching. We shall be glad to have the views of both typists and typing teachers on the principles of technique he discusses.

—Editor.

acts of depression and "get-away" merge into one action, which is continuous with each impulse, the number of letters grouped being dependent only upon their particular combinations.

When operating the SPACE BAR, the movement of the thumb should be supplemented by inwardly ROTATING the hand. Whenever possible, rotary motion should be carried on from a key group and utilized against the space bar, saving the effort required for a special impulse of the thumb.

The "SHIFT KEYS" require more force to depress than the letter keys. Typists usually experience difficulty in depressing them. However, with the immense advantage afforded by weight-power, when ROTATED toward the shift keys, they can no

longer stand as impediments to speed or tire the little fingers.

ROTATION is not a difficult movement to understand or explain. The beginner at the piano, who ordinarily is younger than the average typist, is successfully taught to use it. Progress is continuous and unimpeded with technique based upon the WEIGHT and ROTATION principles. ROTATION is THE speed secret. Its use distinguishes the expert from the average. Facility is not attainable without it. The typist who would combine EASE and ENDURANCE must utilize it.

These articles are limited as to space, but it is hoped soon to go more thoroughly into this important subject of technique as here outlined. The next article will deal with POSITION at the machine.



Teachers' Certificates

SINCE the last announcement the following candidates have been awarded teachers' certificates in Gregg Shorthand.

Margaret Powles, Colorado Springs, Colo.
Ethel Leona Proctor, Oklahoma City, Okla.
Mrs. Jennie S. Randolph, Houston, Tex.
Sister M. Sebastian, O. S. F., Randolph, Nebr.
Mrs. Gene Walgrave Silk, Honolulu, T. H.
Wesley A. Smith, Dallas, Tex.
Hazel Ann Surber, Sioux City, Iowa
Rosa L. Tharp, Los Angeles, Calif.
Henry A. Thornton, New Orleans, La.
Louise D. Weidefeld, Baltimore, Md.
Florence Zierdt, Upper Lehigh, Pa.
Hollie Allison, Fort Wayne, Ind.
Sister M. Reine des Anges, Marlboro, Mass.
F. Evelyn Barker, Oakland, Maine
Martha M. Benbow, Fort Madison, Iowa
Bessie Blom, Chicago, Ill.
Catherine Boll, Fort Madison, Iowa

Mary Adaline Bowser, Oskaloosa, Iowa
Irene M. Clark, Dunlap, Iowa
Irene Doling, Tulsa, Okla.
Charles C. Ely, Fort Wayne, Ind.
Ruth A. Fair, Fort Wayne, Ind.
Rose Gutschenritter, Fort Wayne, Ind.
L. Ethel Hammond, Sumas, Wash.
Patrick Joseph Johnson, Everett, Wash.
Mrs. Emma Kirkpatrick, San Antonio, Tex.
Amelia LaFollette, Fort Madison, Iowa
Mona S. Martin, Fort Madison, Iowa
Rose M. Menke, Fort Madison, Iowa
Mildred A. Nestle, Fort Madison, Iowa
Mrs. C. W. Rogers, Everett, Wash.
Ethel Rogers, Butte, Mont.
Joseph A. Van Nuck, Fort Wayne, Ind.
Ethel F. Walker, Pensacola, Fla.
Deborah Mabel Walsh, Los Angeles, Calif.
Leone Widdifield, Spencerfield, Ind.
Wm. L. Einolf, Nazareth, Pa.
Sister Marie Frances, Buffalo, N. Y.
Nellie Merrill Deming, Los Angeles, Calif.

National Commercial Teachers' Federation Report

(Continued from page 198)

school, and that the reward of the private school principals was the satisfaction of knowing that they had had some influence in changing the public school systems; that they had really established a reputation for themselves.

Mr. W. W. Weaver, of the Alliance Business College, Alliance, Ohio, took a very practical and enlightened stand in his paper on "Accounting in the School Room."

"The accounting instructor's problem is to correlate the elements of (1) grades of students, (2) time of entrance, and (3) objective, so that the student, regardless of his educational qualifications, will receive the *service* which will prepare him to assume the responsibilities of life, as well as the technical education to meet his needs in to-day's business. . . . Method alone will not solve the problem. It is the perspective that we should emphasize in our classrooms. Life must be considered as a whole."

In the discussion that followed, which was led by Mr. W. H. Howland, of Brown's Business College, Peoria, Illinois, Mr. Gates, of Waterloo, Iowa, Mr. Kirker, of Kansas City, Mr. Walter, of Cincinnati, Mr. Lockyear, of Evansville, Indiana, Mr. R. M. Utterback, of Mattoon, Ill.,

and Mr. Fish, of Chicago, all contributed to make the topic one of unusual interest and information.

At the second meeting of the Business Round Table, Mr. Thomas T. Goff, State Normal School, White-water, Wisconsin, spoke on the "Methods of Instruction and What to Emphasize in the Arithmetic Course" followed by "The Business Law Course—Its Scope and How to Teach It," by Alfred W. Bays, professor of commercial law, Northwestern University School of Commerce, Chicago, Illinois.

Mr. Simon R. Hoover, assistant principal of the High School of Commerce, Cleveland, Ohio, in speaking on "Mechanical Accounting for Business Schools," protested

against students being made slaves of bookkeeping machines. "They are mechanical aids and not necessities," he says.

The final meeting of the Business Round Table was featured by an address on "The Penmanship Course and How to Prepare It," by H. B. Lehman, of the Central High School, St. Louis, Mo. Discussion was led by A. G. Skeeles, editor of *The Business Educator*, Columbus, O., and W. C. Henning, principal of Cedar Rapids Business College.



ROBERT A. GRANT
President, N. C. T. F., 1921

Public Commercial Schools Department

OFFICERS FOR 1922

President: Irving R. Garbutt, Director of Commercial Education, Cincinnati, Ohio

Vice-President: L. Gilbert Dake, Soldan High School, St. Louis, Missouri

Secretary: Eva J. Sullivan, Junior College, Kansas City, Missouri

MR. GARBUTT presided over the meeting of the department in the absence of Mr. C. M. Yoder, the president.

"The Junior High School in its Relation to Junior Occupations," the first subject on the program, was ably handled by E. W. Barnhart. Stating the purpose of the junior high school to be to retain pupils longer in the school system, to provide vocation finding opportunities and to give pre-vocational training, Mr. Barnhart, while undecided as to the first, believes there is no positive vocational guidance in the present system, as pupils cannot hold their places in senior high school, shorthand and typewriting classes, and so drop out; and as for vocational finding, he believes that is a failure as practiced in the ordinary curriculum. He says, "The child has to take the subject one and one-half years before his vocational aptitudes for stenography can be determined." He also classes the present pre-vocational training of the junior high school a failure, the student then being too young for the business world. As a remedy Mr. Barnhart suggests:

- A. Introduction to business procedure course a half-year in the ninth grade, or, one year in the eighth grade.
- B. Junior business training for a half-year in the ninth grade, or one year in the ninth grade when the introduction to business procedure course is given in the eighth.
- C. Typewriting in the eighth and ninth grades.

Mr. M. B. Wooten, of Lafayette Bloom Junior High School, Cincinnati,

Ohio, in leading the discussion, emphasized the importance of suitable texts and courses of study for junior high schools. He said it is a mistake to try to bring high school courses down to the level of the junior high school pupils; that the big problem is first to *define* pre-vocational education; second, to decide on the type of work that is required, and then to plan courses to meet the demand. The topic was further discussed by Mr. S. P. Norcross, head of the high school commercial department, Kalamazoo, Michigan, and by Mr. J. Walter Ross, South Hills High School, Pittsburgh, Pennsylvania.

The second meeting of the department (Mr. Thomas T. Goff, State Normal School, Whitewater, Wisconsin, presiding) was opened with a paper, "To What Extent, Should the Training in the Senior High School be Vocational," by Mr. B. B. Beal, Lincoln High School, Hibbing, Minnesota. Mr. Beal believes that thirty-five to forty per cent is a fair proportion of the four-year high school courses devoted to vocational commercial training, and that the greater part of the strictly vocational subjects should be given in the junior and senior years.

"How Can the Commercial Teacher Function in the Matter of Part-Time Work, Vocational Guidance, Placement and Follow-up Work, in Relation to Senior Occupations?" was discussed by Paul S. Lomax, Director

of Commercial Education, Trenton, New Jersey.

"We, as commercial teachers, have four fundamental things to accomplish in the vocational training of our high school boys and girls:

1. TO ASSIST THEM IN MAKING AN OCCUPATIONAL CHOICE

The commercial teacher's deepest interest should center in the student, not in the subject. He should teach bookkeeping, for example, not alone for the sake of the subject, but far more for the "vocational guidance" of the student either for the purpose of the student's arriving at an occupational choice, or in preparation for the choice.

2. TO ASSIST THEM IN PREPARING FOR THE OCCUPATIONAL CHOICE

The commercial teacher must know the personal qualities, interests and aptitudes of his students, and have a broad general knowledge of the occupational world.

3. TO ASSIST THEM IN ENTERING UPON THE OCCUPATIONAL CHOICE

It is a direct responsibility of the public schools to see that a high-grade employment service is conducted in the interest of the product of the public schools.

4. TO ASSIST THEM IN MAKING PROGRESS IN THE CHOSEN OCCUPATIONAL CHOICE

Placement of students does not end the responsibility of public schools or, specifically, of commercial teachers. There should be a follow-up of placement, to give guidance to the students during the critical and perplexing period when they are becoming adjusted to their first jobs.

"The continuous education process, running through all four fundamentals is vocational guidance."

Discussion of the paper was lead by Mr. Ivan E. Chapman, principal of Western High School, Detroit, Michigan, and J. L. Holtsclaw, principal of Wilkins High School of Commerce, Detroit.

The third and final meeting, presided over by Mr. Garbutt, was featured by a consideration of "The Commercial Teacher's Advancement," by Prof. W. S. Krebs, School of Commerce and Finance, Washington University, St. Louis, Missouri. After outlining the educational field and discussing the practical means of

advancement for commercial teachers, Professor Krebs gave as his formula:

"Hard work, more hard work, and more hard work. Unless you desire to make only a partial success in business or education, you ought to figure on making a sacrifice of most of your spare time for the next twenty years! This is true, because when once in business or in the University it is essential, before success is attained, to continue to make the same sacrifice. The same formula applies to the business man and the university professor."

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Private Commercial Schools Department

OFFICERS FOR 1922

President: A. F. Gates, Waterloo Business College, Waterloo, Iowa

Vice-President: W. N. Watson, Lincoln Business College, Lincoln, Nebraska

Secretary: Arthur G. Skeeles, Editor, *The Business Educator*, Columbus, Ohio

THE PRESIDENT of the department, Arthur F. Tull, The Business Institute, Detroit, Michigan, addressed the meeting and opened the discussion. "What Shall We Teach to Meet the Present Demand?" was the first subject on the program handled by Mr. James W. Drye, Spencerian Commercial School, Louisville, Kentucky. Mr. Drye laid emphasis on the importance of knowing first the equipment of the student in order to determine the training he should begin with, and of curtailing the latitude the student now has in selecting his own subjects. There is not so much a demand now for a bookkeeper and stenographer alone, he believes, as there is for the individual whose training has been sufficient to enable him to develop into a telling factor of the organization, adding his opinion

that the commercial school *does* meet the real vocational need of business. "Simply because a student does not accept a position as a bookkeeper or stenographer, I do not consider his knowledge of bookkeeping or stenography a loss. A knowledge of bookkeeping and stenography, and the training received, is of value in any sphere of business activity."

Mr. W. N. Watson, Lincoln Business College, Lincoln, Nebraska, provided the second meeting with an interesting and instructive talk on "Good Will and How to Build it."

"Take an interest in your students, enter into their activities, look into the school business once in a while from the angle of the student. In that way you will be able to secure his good will, which is very much more valuable to you than any advertising you can do. It is quite important that you have the good will of the student, not only while he is in school, but after he leaves; keep in touch with him in his business positions, still exhibit interest in his progress and welfare. The student that is out in business is one of your most valuable advertising mediums, especially if you have his good will."

In his talk on "A Sane Advertising Policy," Mr. D. L. Musselman, president of Gem City Business College, Quincy, Illinois, outlined the advertising policy of the Gem City Business College and contributed some valuable suggestions along this line. Mr. Musselman believes in an advertising budget, the school catalog, which he says is his best advertising medium, and promptness on the part of the school organization. "I had a case of a man who wrote me from eastern Illinois asking if I could furnish him with four stenographers. I answered immediately, and he wrote me

'You are the first college that I have ever had any dealings with that dealt in a business way.'"

"The Value of Coöperation Among Business School Men" was a very effective paper by Arthur G. Skeeles, *The Business Educator*, Columbus, Ohio. By illustration Mr. Skeeles brought home the importance of coöperation not only with friends but with competitors as well, and the need of whole-hearted coöperation among all business college men for better methods of advertising, better courses of study and methods of teaching. "Let us all go home, and, instead of trying to sell our school to the people of the community, sell them the idea of commercial education. Instead of trying to tear down our competitors, let us build up commercial schools generally."

In his paper, "College Credits for Work Done at Private Business Schools," Mr. Almon F. Gates, president of Waterloo Business College, Waterloo, Iowa, spoke of the advantage to both the commercial school and the students in attendance, of the allowance of college credits for commercial school work. Many business students, he says, do not have the broader education that the college can give, and most of the college students do not possess the practical training the business college gives. Credits, he says, would serve to remedy this fault of present-day education.

"Salesmanship in a Business School" was an inspiring and instructive talk by James S. Knox, Knox Business Book Company, Cleveland, Ohio. Mr. Knox drove home the importance of supplying the student with a definite objective. Most students, he says, get a job because it is a meal ticket, never analyzing the possibility of the job or his own relationship to it.

REPORTS OF CONVENTIONS

Of Commercial Teachers' Associations

Westchester County

Report by Harold H. Smith

WESTCHESTER COUNTY Commercial Teachers gathered at New Rochelle High School, New Rochelle, New York, November 18, with Mr. M. E. Lynaugh, of the White Plains High School, presiding.

An innovation in the time of holding this meeting resulted in the best attendance in years—over forty-five teachers being present at the opening at four p. m. A short business meeting was held, following which the newly appointed State Specialist in Commercial Education, Mr. F. A. Wilkes, was introduced. Mr. Wilkes proved himself a genial speaker, very open-minded on the problems which he has to meet, and which affect the teachers, and particularly anxious to learn the teachers' viewpoint.

Teaching and administrative problems were discussed freely and with much enthusiasm on every hand.

A committee of five teachers was appointed to work over the difficulties that the teachers experience along this line, and to cooperate with the State Specialist. This link between the State Department and the teachers was enthusiastically favored by all those present as providing a closer and mutually beneficial relationship.

An interesting discussion was precipitated when the following question was asked, "What is commercial education?" Although little time was available for discussion, it appeared that little agreement was possible as to an exact definition. The thought was expressed that while probably most teachers would agree on the funda-

mental purpose of commercial education, difficulties would be met in deciding upon special aims.

At six o'clock a dinner was served in the teachers' dining room, and the diners were treated with a splendid after-dinner address by Dr. Charles W. Gerstenberg, head of the Finance Department of the School of Commerce of New York University. Dr. Gerstenberg spoke on the subject, "Commercial High Schools as College Preparatory Institutions." His analysis of the needs of commercial education was unusually clear, and his wealth of experience in law, business, and teaching furnished a fund of live illustrations for the points he made.

Dr. Gerstenberg suggested that the aim of commercial teachers should be: (1) To develop the minds of students; (2) to furnish them with information, and (3) to develop personality in each.

He said, in connection with the general topic of commercial education: "I feel commercial education is like a young teacher—it is young still. And I know when I was a young teacher (I started to teach before I left college) that my inclination was to go and teach the thing that I last learned. I am afraid that is the very difficulty with commercial education at the present time."

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Nevada Institutes

Report by Elizabeth S. Adams

NEVADA has been called the "loneliest state in the Union. Take out your atlas and compare the size of Nevada with Manhattan

Island. Then picture to yourself seventy thousand people scattered round about in the state and you will understand why it is called lonely. You will understand why there are throughout the state many sagebrush schools with four pupils, six, ten, sometimes as many as fifteen pupils. You will realize the apparent difficulty in organizing institutes for teachers so widely scattered. However, educational authorities in Nevada do not seem to find any obstacles in the way of successful institutes. Under the able leadership of Mr. W. J. Hunting, State Superintendent of Public Instruction, the five supervisory districts arranged their fall institutes at Reno, Elko, Ely, Lovelock, and Las Vegas with overlapping dates during the first two weeks of November. Thus the corps of official speakers were able to progress in order from one section to another. Two advantages resulted; a richly varied program was provided at a minimum expense, and every section heard exactly identical discussions.

One feature of the programs is worth special notice. Only a part of each session was given up to the formal addresses. At eleven in the morning and at three in the afternoon the assembly broke up into conference groups with leaders appointed from among themselves to discuss their own specific problems. These discussions were usually quite lively, for the Nevada teacher is young, vigorous, and fearless.

To liven things up a bit, community singing started the sessions. There was nothing suggestive of loneliness in the swing of "Pack Up Your Troubles" or "Smiles." The citizens of each conference center combined to give the teachers gathered there a good time. At one big dance which

included the one hundred and twenty teachers and all the townspeople, the chairman of the evening, worn out with trying to introduce each stranger to all the other strangers, finally announced, "We are all citizens of the State of Nevada. Consider yourselves introduced and everybody dance with everybody else." Result, a jolly dance with no wallflowers. No, Nevada is not a lonely state. It is a lively, sociable, progressive state. Its new schools—with splendid gymnasiums and well-equipped laboratories—are finer than many in our older and richer states. A rural school for five children, with a victrola and a piano, presided over by a pretty college graduate, is typical.

Look at the percent of membership for Nevada teachers in the State Teachers' Association and in the National Educational Association, and compare it with the rating of other states in the United States. Nevada can hold up her head proudly in any educational gathering in the country. You may find the dust of the desert in her schools, but never the dust of antiquity and rotting wood.

* * *

Idaho State Association

Boise, Idaho, November 24-26, 1921

Report by Elizabeth S. Adams

President: C. R. Frazier, Pocatello
Vice-President: Mrs. Elizabeth Ware, Albion
Normal
Secretary: Miss Alice Beach, Montpelier
Treasurer: Mr. E. H. Buck, Halley

THE festivities began with a football game between the Boise High and the Twin Falls High, Thanksgiving afternoon. The game was called at three to give turkey dinners

time to digest. From the snappiness of the playing, however, I doubt if any turkey or mince pie was eaten until after the game. The teams were out to win, not to eat turkey. The teams were well-matched and well-trained. That Boise won added to the local interest and was gratifying to the team, in that it made them state champions. The visiting members of the State Teachers' Association attended in a body and yelled with proper enthusiasm. Perhaps that is what made them such fine listeners at the session meetings.

Two evening sessions with fine music and inspiring addresses from the ever delightful Dr. David Starr Jordan, two morning sessions devoted to fearless discussion of executive problems, and one afternoon given over to section meetings, constituted a stimulating and profitable program. One notable feature of all the meetings was the time limit imposed upon each speaker. Dr. Jordan was the only speaker unlimited, and upon him no one wished a limit put. In the discussions, however, each speaker made his point in the time allotted and sat down. The relief to the layman listener is beyond words. Another notable feature was the frankness of discussion and the good-natured acceptance of challenge or contradiction. Each program wound up with constructive recommendations to the State Board of Education. On the whole, I think the session meetings were as snappy as the football game.

Commissioner E. A. Bryan gave a scholarly address on the "Idaho System." "Professional Standards" was the topic ably discussed by Miss Ethel E. Redfield, the well-known State Superintendent of Public Instruction. Superintendent Soulen of

Moscow led several of the conferences and kept them moving toward definite accomplishment. I have never attended a conference where there was so little "hot air."

The Vocational Section Meeting was largely attended. Miss Mary Ruth Fisher was a graceful presiding officer, ably supported by the secretary, Mrs. Lesetta Erickson. Mrs. Erickson has the honor of being the second supervisor of commercial education ever appointed by a state board of education. She is carrying on her pioneer task with courage. Since she is as competent as she is charming, her ultimate success is a foregone conclusion.

With such leadership it was to be expected that the section meeting would be interesting. Superintendent E. E. Rae, the popular Scotchman from Caldwell, started the ball rolling with his talk on "The Undesirability of Vocational Courses in the Public Schools." It must be confessed that Melvin S. Lewis, State Director of Vocational Education, caught the ball and returned it most vigorously. Principal George E. Denman, of Filer, gave Mr. Lewis good support, and Superintendent E. H. Buck, of Hailey, had a whack at the ball on the rebound. Mr. Rae finally put up his hands in good-natured surrender, and the game was over.

The Chamber of Commerce entertained the Association at a delightful banquet. Dr. Jordan was the guest of honor and had a jolly little song of welcome sung him. He responded by detailing his last experience of being sung to in Baltimore, some years ago, when the armament workers marched about town singing, "We'll hang Dave Jordan to a sour-apple tree." He said he much preferred the Idaho greeting. There was a lot of

cheering and impromptu singing and general good fun, but no obvious dignity and highbrow atmosphere.

The final event of the conference was the Superintendents' Conference Luncheon, to which all others were graciously invited. Mr. M. C. Mitchell, of Twin Falls, presided. Superintendent W. R. Siders gave the chief talk, on "Education—What is it? What is it not?" Like all other events of these busy three days, this luncheon had an atmosphere of good fellowship and coöperation. After being in attendance on meetings of these fearless westerners, struggling with conditions that impose many limitations upon them, but struggling with a firm intention of overcoming them, one grasps finally that our American schools are in the hands of as fine a lot of upstanding men and women as can be found in all the world. Get out a relief map of Idaho and study the way the mountains run; compare the taxable property and the population with the number and quality of schools, and then you will begin to get what I mean when I speak of difficult conditions that are being conquered.

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Western Pennsylvania

Pittsburgh, November 25, 26, 1921

Report by Myrtle Elizabeth Wylie

MUCH credit is due to the chairman, Mr. E. A. Zartman, for making the Commercial Section the most enthusiastic Saturday morning meeting. Some of the principals left the Administrative Section to hear the program offered by the Commer-

cial Section and they were not disappointed.

Great interest was shown when Clinton E. Lloyd, Dean of the School of Oratory, Duquesne University, Pittsburgh, gave his talk on Voice Reaction in the School Room. He not only told how to hold attention of students in the classroom, but illustrated his talk with quotations and monologs in a most charming and entertaining manner. Dr. Lloyd is not only a master of the art of public speaking, but a man of national reputation as an actor, having performed for years, on the legitimate stage, in heavy Shakespearean roles, with a unique and scholarly interpretation of the great dramatist.

Mr. F. G. Nichols, State Director of Commercial Education, was the next speaker, and he humorously rebuked the chairman for placing on the program before him such an able man as Dr. Lloyd. It is not necessary for Mr. Nichols to apologize to any audience, no matter who precedes him, as he is a past master of any topic pertaining to commercial education. English and Arithmetic Modernized were presented in such a manner as to give a new meaning to the teacher of those subjects.

Mr. John R. Gregg gave an illustrated talk on Shorthand Humanized, and no teacher of shorthand could have heard Mr. Gregg without having received a wonderful illumination. Many teachers expressed their surprise at the exhaustive study Mr. Gregg has given to other systems of shorthand. Mr. Gregg is without doubt the greatest living authority on shorthand systems as well as the author of the greatest and most extensively used system of shorthand in the world to-day.

New England Colleges

Report by E. R. Kimball

THE annual fall meeting of the New England Business College Association was held at Hotel Bellevue, Boston, November 25.

President Horace C. Carter opened the convention with an inspiring address on Present School Conditions; Mr. E. H. Fisher, of Somerville, Massachusetts, spoke on Cooperation Between Principal and Teachers; Mr. Elmer C. Childs, of Providence, on Night Schools; J. H. Hesser, of Manchester, New Hampshire, on Mistakes that a School Man Should Avoid. Earle G. Childs, president of the E. G. Childs Company, Syracuse, New York, addressed the evening meeting on the Psychology of Salesmanship as Applied to Tuition, and Saturday morning was devoted to various papers and discussions lead by Messrs. A. H. Barbour, Nashua, New Hampshire; E. B. Hill, Woonsocket, Rhode Island; J. E. Studley, Boston; and Joseph Pickett, Northampton, Massachusetts.

Of great interest was the final approval of the details for conducting a Summer Normal School under the auspices of the Association at the Salem Commercial School, Salem, Massachusetts, July 10 to July 31.

The courses will include psychology, bookkeeping, shorthand, typewriting, and penmanship—the very essentials of commercial school work. The school will be in session five hours each day, and a certificate will be awarded to all teachers who attend every session in the course and pass satisfactory examinations. The charge is set at ten dollars.

George P. Lord was elected director and the faculty is now being selected

from among the most prominent specialists in New England.

The new officers elected at the business meeting are:

President: W. E. Canfield, New London Business College, New London, Connecticut
Vice-President: W. R. Flynn, Marlboro Business College, Marlboro, Massachusetts
Secretary and Treasurer: E. R. Kimball, The Kimball School, Lowell, Massachusetts

Mr. H. R. Hathaway, of the Interstate Business College at Milford, Massachusetts, was admitted to membership.

▲ ▲ ▲

Michigan School Men

UNDER the auspices of the Michigan Private School Owners' Association, a conference of the public and private school men of the state was held December 3 at Lansing, starting with dinner at noon at the Kerns Hotel. The roll was called and the guests introduced by Secretary A. E. Howell, of McLachlan Business University, Grand Rapids, and the greetings of the Association extended by President E. E. Baker, of Baker University, Flint. Hon. Thomas E. Johnson, Superintendent of Public Instruction, gave an address on School Relations and Credits; A. F. Gates, of Waterloo, Iowa, Business College, on College Credits for Work Done in Private Business Schools; and Kenneth G. Smith, Supervisor of Industrial Education, on the Relation of Private Schools to the Industrial Education Program of the State. The discussions of the topics presented were led by William A. Greeson, superintendent of the high schools of Grand Rapids, Gerrit Masselink, of Ferris Institute, and Walter H. French, Director of Vocational Education.

Contests in Idaho High Schools

(Continued from page 210)

this kind before and the more serious consideration of the difficulties involved topographically in financing a contest of such scope even under normal conditions—the majority of the districts are having to curtail every possible expense—conditions are not favorable to a state-wide contest at this time. In fairness to all concerned, it would have to include every high school offering the commercial work, elimination to come through the district contests, and we know that for this year, at least, the pro rata expenses of the four winners from each district to a central point in the state could not be afforded by the majority of the schools taking part in the work.

Something that will extend even beyond a state contest in the commercial subjects—a State Business Show—of which the contest would be but a feature, is our hope for the future. We have laid the foundation stones for such an undertaking in these district contests.

In this matter of contests and the whole contest spirit, one is reminded of the Pharisees, for "that they may be seen of men—verily they have their reward." Although far removed from them in years, we still react quickly and definitely to what others may think about us; we know that opinion is more sure to be a good one if the "prize," so-called, has been ours.

The Teaching of Shorthand Some Suggestions to Young Teachers

By John Robert Gregg

A collection of straight-to-the-point addresses given by the author before various teachers' associations. In addition to dealing with the presentation, application, and examination; the development of speed, classroom management, etc., a chapter is devoted to the attainments and qualifications an efficient stenographer should have at the time of graduation. 134 pages, bound in cloth. 75c net.

Methods of Teaching Typewriting

By Rupert P. SoRelle

A handbook containing illuminating discussions on all the important phases of teaching typewriting, methods of class organization, methods of creating and maintaining interest, graphs, schedules of various courses, solutions to constructive problems, and detailed outlines of the material in the different editions of Rational Typewriting. 144 pages; bound in cloth. \$1.50 net.

The Gregg Publishing Company

New York

Chicago

Boston

San Francisco

London

TEACHING ORDERS

Changes of Address of Commercial Teachers

UNDER this heading we run the names of teachers changing their location or address. It is for your information and that of your friends who desire to keep in touch with you

and to know of your success. Kindly notify the editor of the changes you make, giving the name of the school you leave and the one you are going to, for listing.

TEACHER	FORMER SCHOOL	PRESENT SCHOOL
Mac Berman	Valparaiso University, Indiana	High School, Crawfordsville, Indiana
Marguerette Sauer		High School, Nogales, Ariz.
Alice E. Brown	Woodstock, New Hampshire	High School, Liberty, N. Y.
Ruth Filer	Grove City, Pennsylvania	High School, Latrobe, Pa.
H. O. Bell	High School, Fond du Lac, Wis.	High School, Lynchburg, Va.
Neva Denison	High School, Watertown, S. Dak.	High School of Commerce, Omaha, Nebr.
Alma C. Allender		High School, Eureka, Kans.
Frances Springer	Bay Path Institute, Springfield, Mass. (graduate)	High School, Westport, Conn.
James L. Fitzgerald	Albany, New York	High School, Leominster Mass.
Ruth Bell	Norwalk, Ohio	High School, Elkader, Iowa.
Cora Brown	High School, Lineville, Iowa	High School, Boone, Iowa
Grace Brown	Watertown, New York	Troy School of Commerce, Troy, New York
Betty Bruhn	High School, Sheboygan, Wis.	High School, Sault Ste Marie, Mich.
Ada Burnett	High School, Havana, Ill.	Manual Training High School, Peoria, Ill.
Mabel Carrington	Peru State Normal, Peru, Nebr.	High School, Great Falls, Mont.
Myrtle M. Cory	High School, Negaunee, Mich.	High School, Pana, Ill.
Eloise Crabbe	Indianola, Iowa	High School, Des Moines, Iowa
Neva Denison	Colby, Kans.	High School, Omaha, Nebraska
Helen Hunt Fellows	Gregg School, Chicago	Ohio Valley Business College, Cleveland, Ohio
Goldina Mabel Fisher	Bryant & Stratton Commercial School, Providence, R. I.	Gregg School, Chicago, Ill.
Vera C. Flower	Bellevue, Michigan	High School, Aurora, Illinois
Jewell Fouke	Defiance, Ohio	MacCormac School, Chicago, Ill.
Mrs. Birdean F. Gambell	Portland, Oregon	Hoel-Ross Business College, Grand Junction, Colorado
Marie C. Handlen	Green Bay, Wisconsin	Hoffmann's Business College, Milwaukee, Wisconsin
Mrs. A. B. Johnson	Ossian, Iowa	Wisconsin Commercial Academy, Milwaukee, Wisconsin
Anna Melvin	Trenton High School, Trenton, Mo.	Whitewater State Normal School, Whitewater, Wisconsin
Florence Healy	Allentown, Pennsylvania	Cedar Crest Pa., College for Women
Caroline Mendenhall	Evansville, Indiana	High School, Celina, Ohio
Helen Nelmark	Ramsay, Michigan	High School, Rock Island, Ill.
Katherine Peterson	Tracy, Minnesota	Oklahoma College for Women, Chickasha, Oklahoma
Lillian M. Nelson	Whitelall, Michigan	High School, Battle Creek, Michigan
Agnes P. Olsen	Turtle Lake, Wisconsin	Columbia Business College, Chicago, Illinois
Pearl Palmer	University High School, Vermillion, S. Dak.	State Normal School, Chadron, Nebr.
Sara Schoonover	High School, Stambaugh, Mich.	High School, Des Moines, Iowa
Margaret A. Schott	Chicago, Illinois	High School, Pekin, Illinois
Laura Thorp	Freeport, Illinois	Mankato Commercial College, Mankato, Minnesota
Harriet L. Waechter	Indianola, Iowa	High School, Sioux City, Iowa
Edna R. Stevens	High School, Rock Island, Illinois	Cloquet, Minnesota.

DICTATION MATERIAL



to Shorthand Plates in
The GREGG WRITER

Business Letters

REAL ESTATE

From Gardner's Constructive Dictation, Page 221, Letter 1)

Mr. B. D. Camden,
413 Wisconsin St.,
Columbus, Ohio.

Dear Sir:

Every prospective home owner will be interested in the remarkable plan briefly⁸⁵ outlined in the inclosed pamphlet.

It is a "garden" plan, because it permits you to plant your own ground to garden, shrubs, and fruit trees,⁹⁰ and thus not only helps to pay for it, but permits you to make it beautiful for your own home.

It is a "home" plan,⁷⁵ because the moment you make your first small payment you have settled the home problem. The plan includes the¹⁰⁰ building and financing of your house. You choose the time when you move into your finished house.

It is a "savings" plan, because when you have your lot paid for you¹²⁵ may have your choice of the cash or the lot. Assuming that you purchase an eight hundred dollar lot, you may either take the eight¹⁵⁰ hundred dollars in cash when your contract is complete or you may take the lot and start building your house, for which we provide the¹⁷⁵ money.

Inasmuch as you are undoubtedly interested in either a garden, a home, or a savings investment, or possibly all of them, may we ask²⁰⁰ you to read the inclosed pamphlet? Then if you would like more detailed information as to the plan itself, or if you wish to know²²⁵ whether lots in the neighborhood in which you are interested can be purchased under the plan, or if you care to be convinced

that in²⁴⁰ spite of the terms offered lots can be had at an unusually low price, you need only sign and mail the inclosed stamped post card.²⁷⁵ It will bring you all the information you desire without placing you under any obligation.

A number of people have bought the lot next to³⁰⁰ their home, using our plan. Perhaps this will interest you.

Yours very truly, (313)

Lesson I

Alley, Earl, decade, greed, khaki, milk, middle, millet, ear, lacked, nankeen, mêlée, dirk, lead, click, dram, drill, hame, gagged, Galena, gnat. (21)

SENTENCES

Ned will not trim the elm tree. The mate will take the helm. The good lad would not go in the rain. Will the caddy²⁵ get a helmet? The dreary day made her ill. I would not regale him. He will get the milk at the creamery. (47)

Lesson II

WORDS

Amber, abridged, agile, bacon, brittle, prairie, cherish, banish, gavel, flake, cashed, felt, pamper, petal, wrapped, plea, shred, trip, frappé, prim, vacate, played, Madge, parade. (24)

SENTENCES

The beam will not break. Please ship him the bench. The agile cat leaped from the attic. Put the sheep pelt in the rig. Every²⁵ name will be given Mr. French. The janitor would not trim the hedge. He gave the tramp an apple. Eva would not give her the⁵⁰ jacket. Mary will put the bread in the pan. (59)

Lesson III

WORDS

Corinne, docket, tow (toe), foggy, folk, colt, Otto, horrid, jolt, Orin, Moline, motley, negro, pauper, olive, oblique, plot, pongee, hoary, remote, troll, phone, cork, job. (24)

SENTENCES

The ship will dock here by the float. The judge would not call on our friend. Cora can play a good game of golf. I¹⁵ will take the grain off the boat. She met him at the toll bridge. He will get the fresh pork from the meat market. Put⁵⁰ the coal hod in the shed for John. (58)

Lesson IV

WORDS

Aloof, awaken, bloom, puppy, coon, colloquy, dud, group, honeycomb, muffle, munch, nook, poodle, quell, shuttle, tour, tulip, waylay, whimper, Yoga, whirlpool. (21)

SENTENCES

Above all you should read a good book. Can you paddle a canoe on the lagoon? We will look in every nook for your watch.²⁵ Do you know where we could get a shovel? Surely you will wait for your friend. The market will be very dull for a week⁵⁰ or more. Do you live on the Midway? He showed pluck when he took it away. (66)

Lesson V

WORDS

Skeptic, sprocket, stage, spree, sluggish, solve, stain, scrape, thong, thence, twist, salivation, swoon, vesper, relapse, pang, physician, nozzle, moss, inlay, impede, width, hazy, conclave, spark. (25)

SENTENCES

He was asleep when we came in. Thomas caught the fox in the swamp.

The company would not sell us the brass. If you would²⁵ amass great gain, you must not wait long before you save. We will inclose a long list of things which we have on sale. Do⁵⁰ you think we will get much business from that section? Where do you get your groceries? (66)

Lesson VI

WORDS

Crime, arouse, putrid, decoy, conciliate, Creole, duet, hillside, foil, slouch, icy, nauseate, naive, pilot, rescued, Rabbi, wide, unsightly, variance, tiny, strife, fuchsia, siren, hoist. (24)

SENTENCES

Our by-laws will not allow us to take up this kind of business. The new company will affiliate soon. You must write in your²⁵ diary every day. What do you think of the bout? Ophelia would not play euchre. What price do you pay for ice this year? May⁵⁰ we ship you a cask of Lithia? Celia can shoot Leo's new rifle. (63)

Lesson VII

WORDS

Alimony, atomize, anecdote, beaten, bind, captive, retention, hardy, engender, hunt, scissors, dominate, grantee, lemon, pheasant, liquidate, manned, minnow, scant, unbent, utensil, thesis, defection, defray, indigo. (25)

SENTENCES

The agent tried to draw our attention to the appended clause. He will pay his taxes to-morrow if the captain will allow him to go²⁵ to the city. Our business has expanded greatly this season. The regents will examine the Latin classes to-day. Here are two tickets for the matinee.⁵⁰ He is an operative of the detective bureau. You must not be inattentive to your duties. (66)

Lesson VIII

WORDS

Shatter, assertion, fertile, larder, ladders, erred, torment, Bartelle, filibert, ordinal, chord, cardinal, surmise, serpent, servile, sward, varnish, virgin, wardrobe, warlike, worry, orange, orchestra, thirdly, startling,²⁵ journeyman, convert. (27)

SENTENCES

Messrs. Harmon and Ernst sell much merchandise in that particular territory. Our organization was the first concern to order the new style churns. When did²⁶ your barn burn? The charter will be granted you soon. We will order the cedar chest for your wardrobe. Charles bought two new hammers at²⁷ the hardware store. I was much alarmed, but the surgeon said the lad was not hurt. (66)

♦ ♦ ♦

Be sure you have your feet in the right place; then stand firm.—*Lincoln*.

♦ ♦ ♦

American Leaders

Washington

By Dr. Charles W. Eliot

The virtues of Washington were of two kinds, the splendid and the homely; I adopt, for my part in this celebration, some consideration of Washington²⁸ as a man of homely virtues, giving our far-removed generation a homely example.

The first contrast to which I invite your attention is the²⁹ contrast between the early age at which Washington began to profit by the discipline of real life and the late age at which our educated³⁰ young men exchange study under masters, and seclusion in institutions of learning, for personal adventure and responsibility out in the world. Washington

was a public¹⁰⁰ surveyor at sixteen years of age. He could not spell well; but he could make a correct survey, keep a good journal, and endure the¹²⁵ hardships to which a surveyor in the Virginia wilderness was inevitably exposed. Our expectation of good service and hard work from boys of sixteen, not¹⁵⁰ to speak of young men of twenty-six, is very low. I have heard it maintained in a learned college faculty that young men who¹⁷⁵ were, on the average, nineteen years of age, were not fit to begin the study of economics or philosophy, even under the guidance of skillful²⁰⁰ teachers, and that no young man could nowadays begin the practice of a profession to advantage before he was twenty-six or twenty-seven years²²⁵ old. Now, Washington was, at twenty-one, the Governor of Virginia's messenger to the French forts beyond the Alleghanies. He was already an accomplished woodman,²⁵⁰ an astute negotiator with savages and the French, and the cautious yet daring leader of a company of raw, insubordinate frontiersmen, who were to advance²⁷⁵ five hundred miles into a wilderness with nothing but an Indian trail to follow. In 1755, at twenty-three years of age,³⁰⁰ twenty years before the Revolutionary War broke out, he was a skillful and experienced fighter, and a colonel in the Virginia service. What a contrast³²⁵ to our college undergraduates of to-day, who, at twenty-two years of age, are still getting their bodily vigor through sports and not through real³⁵⁰ work, and who seldom seem to realize that, just as soon as they have acquired the use of the intellectual tools and stock with which³⁷⁵ a livelihood is to be earned in business or in the professions, the training of active life is immeasurably better than the training of the⁴⁰⁰ schools! Yet Washington never showed at any age the least spark of genius; he was only "sober, sensible, honest, brave," as he said of Major⁴²⁵ General Lincoln in 1791.

By inheritance and by marriage

Washington became, while he was still young, one of the richest men in⁴⁴⁰ the country; but what a contrast between his sort of riches and our sorts! He was a planter and sportsman—a country gentleman. All his⁴⁷⁶ home days were spent in looking after his farms; in breeding various kinds of domestic animals; in fishing for profit; in attending to the diseases⁵⁰⁰ and accidents which befall livestock, including slaves; in erecting buildings, and repairing them; in caring for or improving his mills, barns, farm implements, and tools.⁵²⁵ He always lived very close to nature, and from his boyhood studied the weather, the markets, his crops and woods, and the various qualities of⁵⁵⁰ his lands. He was an economical husbandman, attending to all the details of the management of his large estates. He was constantly on horseback, often⁵⁷⁵ riding fifteen miles on his daily rounds. At sixty-seven years of age he caught the cold which killed him by getting wet on horseback,⁶⁰⁰ riding as usual about his farms.

Compare this sort of life, physical and mental, with the life of the ordinary rich American of to-day, who⁶²⁵ has made his money in stocks and bonds, or as a banker, broker, or trader, or in the management of great transportation or industrial concerns.⁶⁵⁰ This modern rich man, in all probability, has nothing whatever to do with nature or with country life. He is soft and tender in body;⁶⁷⁵ lives in the city; takes no vigorous exercise, and has very little personal contact with the elemental forces of either nature or mankind. He is⁷⁰⁰ not like Washington, an out-of-door man. Washington was a combination of landowner, magistrate, and soldier—the best combination for a leader of⁷²⁵ men which the feudal system produced. Our modern rich man is apt to possess no one of these functions, any one of which, well discharged,⁷⁵⁰ has in times past commanded the habitual respect of mankind. It is a grave misfortune for our country, and

especially for our rich men, that⁷⁷⁵ the modern forms of property—namely, stocks and bonds, mortgages, and city buildings—do not carry with them any inevitable responsibilities to the state, or⁸⁰⁰ involve their owner in personal risks and charges as a leader or commander of the people. The most enviable rich man to-day is the intelligent⁸²⁵ industrial or commercial adventurer or promoter, in the good sense of those terms. He takes risks and assumes burdens on a large scale, and has⁸⁵⁰ a chance to develop will, mind, and character, just as Queen Elizabeth's adventurers did all over the then known world.

Again, Washington, as I have⁸⁷⁵ already indicated, was an economical person, careful about little expenditures, as well as greatly averse to borrowing money, and utterly impatient of waste. If a⁹⁰⁰ slave were hopelessly ill, he did not call a doctor, because it would be a useless expenditure. He insisted that the sewing woman, Carolina, who⁹²⁵ had only made five shirts, not being sick, should make nine. He entered in his account "thread and needle, one penny," and used said thread⁹⁵⁰ and needle himself. All this closeness and contempt for shiftlessness and prodigality were perfectly consistent with a large and hospitable way of living; for during⁹⁷⁵ many years of his life he kept open house at Mount Vernon. This frugal and prudent man knew exactly what it meant to devote his¹⁰⁰⁰ "life and fortune to the cause we are engaged in, if needful," as he wrote in 1774. This was not an exaggerated¹⁰²⁵ or emotional phrase. It was moderate, but it meant business. He risked his whole fortune. What he lost through his service in the Revolutionary War¹⁰⁵⁰ is clearly stated in a letter written from Mount Vernon in 1784: "I made no money from my estate during the nine¹⁰⁷⁵ years I was absent from it, and brought none home with me. Those who owed me, for the most part, took advantage of the depreciation,¹¹⁰⁰ and paid me off with six-

pence in the pound. Those to whom I was indebted, I have yet to pay, without other means, if they¹¹³ will wait, than selling part of my estate, or distressing those who were too honest to take advantage of the tender laws to quit scores¹¹⁶ with me." Should we not all be glad if to-day a hundred or two multimillionaires could give such an account as that of their¹¹⁷ losses incurred in the public service, even if they had not, like— (1191)

(To be continued in the March issue)

280 Testimony-Niagara Falls, 1921

(Quarter minutes indicated by single bars, minutes by double bars)

Q How many rooms do you occupy there?

A Five rooms.

Q Five rooms?

A Yes.

Q How many rooms does the tenant King occupy?

A Seven.

Q You say you have four children?

A Yes, sir.

Q What are the ages of your children?

A One is fourteen, one is twelve, one is about eight, and one is six.

Q Which of the two children you mentioned is suffering from rheumatism?

A Next to the youngest.

Q What is the age of that child?

A Eight.

Q You say you now live in an elevator apartment house?

A Yes.

Q And the apartment you desire to get from this tenant is a walk-up?

A Yes, sir.

Q This apartment that you want to get is on the ground floor of the building?

A On the ground floor, yes, sir.

Q You have been asked about

the other vacancy in that house.

On what floor was the other vacancy?

A On the same floor.

Q What floor is that?

A The fourth floor.

Q That is on the fourth?

A Yes, that is on the fourth.

Q And the reason you want this apartment is because it is on the ground floor?

A Yes.

Q And neither yourself nor your children can walk up?

A No, sir.

Q Did you¹¹⁴ have a talk with King at that time?

A No.

Q Why didn't you do that? You are a good business man.

A Yes, but—

Q You had a vacancy then?

A I had a vacancy then and I sent him a letter, but he never answered it.

Q Could you get more rent for that apartment?

A Yes.

Q And you offered to give it to him for the same rent?

A For the same rent as the last tenant.

Q Don't you know that the ground floor in an apartment house is worse for rheumatism than an apartment upstairs?

A Well, I do not know anything about that.

Q Don't you know that the ground floor is generally damp?

A This is not a ground floor.

Q On what floor do you live in Brooklyn?

A I live on the third floor.

Q Why did you buy a house on Seventh Avenue instead of up town?

A Because where I lived then is right near the river, and the doctor ordered me to move out.

Q Did you tell him why you wanted this apartment for yourself and for your own family?

A Well—

Q Say yes or no. Did you tell him that?

A No, I did| not tell him that. I merely said I wanted the apartment for myself, you understand.

Q What did he say about that?

A I do not understand.

Q What did he say when you told him you wanted the apartment for yourself?

A I really do not remember what he said.

Q He did not say he would give it to* you, did he?

A No, he didn't say that.||^a

Q Did you send him a notice?

A I sent him a notice on May first, two months before his expiration, and I expected him to get out on July first.

Q When his lease expired?

A When his lease expired, and he did not go.

Q I show you this paper, and I ask you if that is the lease of the apartment in that building?

A Yes, that| is the lease.

Q After you sent him notice that at the expiration of the lease you wanted the apartment, did he move out?

A No, he did not.

Q Did you then start a court action against him to dispossess him?

A Yes, on July 6th we had a trial.

Q Please answer my question. I asked you, did you start a court action against him to dispossess him?

A Yes.

Q Did Mr. King, the tenant herein, put in an answer?

A No.

^aThe official reading was stopped here, nine words short of the last 280 words. A little further matter is being given here to accommodate practice at rates up to 280 words.

Short Stories in Shorthand

A MISNOMER

She (pouting)—“And just think you used to call me your Venus de Milo.”

He—“I was away off. A Venus de Milo could never²⁵ go through her husband's pockets.” (30)

HIS SOURCE OF INFORMATION

An attorney was examining a witness and chanced to ask him about the character of the dead man who figured in the case, to which²⁵ the witness replied:

“He was a man without blame, beloved and respected by all, pure in all his thoughts and —”

“How did you learn that?”³⁰ demanded the judge.

“I read it on his tombstone,” was the disconcerting reply. (63)

HARD LUCK

Grocery Clerk to Little Boy: “Well, Bud, what do you want to buy—candy?”

“Yes, sir. But I gotta buy soap.” (21)

TAKING IT LITERALLY

First Clerk: How many people work in your office?

Second Clerk: Oh, I should say, roughly, about a third of them. (21)

THE SPEEDY REPLY

Teacher: Johnny, what is velocity?

Johnny: Velocity is what a fellow lets go of a bee with. (17)

STUNG!

“Yes, mum,” snivelled the pan-handler, “there was a time when I rode in my own carriage.”

“My, what a come-down!” sympathized the kind²⁵-hearted woman. “And how long has it been since you rode in your own carriage?”

“Just forty-five years, mum,” replied the pan-handler, as³⁰ he pocketed the proffered dime. “I was a baby then.” (60)

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NEWS AND DICTATION MATERIAL**

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On orders received before March 30, the teacher's name will be imprinted without charge. After that date add 25c for imprint.

The Psychology of Typewriting

(Continued from page 202)

SEVENTH. Unpunctuated, uncapitalized simple matter to be written properly punctuated and capitalized as, *but there were level places where the trees met overhead shady cool places that*

In all tests but the first, the copy was written for thirty seconds and the number of strokes written was counted. No deductions were made for errors, as no significant errors were made. The first kind of copy was written for fifteen seconds only, but, for comparison, the actual stroke count has been multiplied by two. The comparative difficulty of each of these kinds of copy is in some degree measured by the differences in the quantities written; but no significance attaches to the differences between the different writers.

OPERATORS

1.	452	452	432	416
2.	160	162	163	198
3.	177	145	144	173
4.	342	339	324	325
5.	342	348	351	340
6.	385	365	346	340
7.	337	337	334	325

The quantity of the first lot of copy written shows the finger speed possible where no mental process is necessary. The difference between the quantities of the first and second lots of copy written shows the amount of mental difficulty presented when each letter has to be looked at separately and recognized. The average loss was in excess of sixty per cent.

The great increase in quantity when writing the fourth lot of copy is due to the fact that established habits could be used although not to the full extent, for the words were not used in sentences and so each had to be examined carefully, there being no context to help. The third lot of copy was identical with the fourth lot, with

the exception that the letter combinations in the third lot did not represent memorized letter groups, word habits—hence the difference in quantity.

The decrease in quantity when writing the last lot of copy is very significant. Here the conscious mind had to aid in the subconscious writing operation in some degree, for the capitals and punctuation marks had to be written, though there were none in the copy to serve as stimuli. As this lot of copy was in all other respects identical with the preceding lot, the decrease in quantity measures in some degree the retarding influence of the necessary action of the conscious level of the mind.

These lots of copy were prepared in order to illustrate the learning processes through

Summary of Steps in Learning Typewriting which the individual learner must pass. First he writes individual letters where in

each letter must be seen and recognized, and the proper movement initiated and executed, before the next letter is seen and a new writing process initiated. At this stage it is probable that a second writing movement is never started until the first has been entirely completed. Then the learner begins to write groups of letters as such. At first the words are written as a succession of separate letters, as in the third lot of copy; but after a word has been written enough times, the sequence of movements necessary in writing that word becomes established as an entity which requires but the initial movement to start the entire sequence. Finally, the word is seen and written as a whole, as in

the fourth lot, and the great increase in speed when writing these memorized words measures the gain when the individual mental processes are replaced by but one complex reaction to the word stimulus. Similarly, with the fifth and sixth lots, where the gain in speed is due to the fact that context enables the conscious and subconscious phases of the mental operations to work at maximum speed when recognizing and writing "motorized" words and phrases. Here the experienced and well-trained writer shows the perfection of the coordination between the mind and hand which is necessary for high speed and accurate writing.

The last lot of copy was given in order to show but one reason why transcribing shorthand notes is slower than copying, and to emphasize the necessity for laying the proper foundation in the typewriting room before transcribing on the typewriter is required. The typewriting teacher must study the mental reactions necessary in transcribing, and prepare the pupils who study shorthand for the typewriting phase of transcription. Unless this is done the transcriptions are written so slowly that the typewriting habits established in the speed typewriting work are se-

riously undermined, for the pupils revive the beginner's unnecessary associations, which retard speed and decrease accuracy.

This concludes this series of articles, save what may follow as a result of the discussion of

Knowledge of the points presented in this series.
Psychology of The motor-response-to-a-visual-stimulus theory of the learning process in typewriting is but a phase of the general field of acquiring motor habits.
Motor Habit Formation
Basis of Effective Teaching of Typewriting

Every typewriting teacher should be acquainted with the general principles which psychologists have discovered about habit formation and motor learning, as these principles are the basis upon which any hope for improvement must be built. The articles by other writers listed at the end of the second article of this series will well repay the time spent in reading. This series will have failed in its purpose if it does not awaken teachers to the importance of a study of the underlying mental and physical processes through which the learner must be trained if typewriting is to be taught intelligently and effectively.

(Finis)

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